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A RETROSPECTIVE EVALUATION OF THE GOVERNOR'S SCHOOL OF
NORTH CAROLINA

The University of North Carolina at Greensboro

Ed.D. 1984

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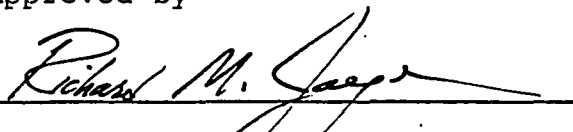
by

Elizabeth Marshall Murray Thomas

A Dissertation Submitted to
the Faculty of the Graduate School at
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Doctor of Education

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Approved by


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APPROVAL PAGE

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Data were evaluated to give the researcher sound bases for recommendations to the Board of Directors of the Governor's School of North Carolina and the Division of Exceptional Children of the North Carolina State Department of Public Instruction so that they can make reasoned decisions on continuing or revising the present Governor's School program and the policies, standards, or organization of the Governor's School of North Carolina.

This study attempted to determine the accomplishments (e.g., honors, awards, occupations, etc.) of former Governor's School students, how these students perceive the effects of their participation in the Governor's School, what changes they would recommend for the Governor's School, and the impact that graduates have had on the state of North Carolina since attending the Governor's School. This summative evaluation utilized a mail survey of 1,200 former Governor's School students selected so as to represent the total population of former Governor's School students from 1963 through 1981. In addition to surveying the former students of the Governor's School, the superintendents of the public schools of North Carolina were surveyed to determine their perceptions of, and their suggestions for changes in the Governor's School of North Carolina.

Former students and responding superintendents were generally positive in their evaluation of the Governor's School. They recommended that present strict academic requirements, grade levels of students attending the Governor's School, Area I listings of subjects, numbers of students, and the numbers of sites be maintained. Based upon the findings of this study it is appropriate to conclude that the Governor's School has made a significant impact on its graduates and therefore should be continued and/or expanded in the future.

CHAPTER I
INTRODUCTION

This dissertation reports the results of an evaluation of the Governor's School of North Carolina. This was a summative evaluation designed by using a mail survey of a stratified random sample of former Governor's School of North Carolina students and a mail survey of all of the superintendents of North Carolina or their designees to assist in meeting the following prestated objective:

To give the researcher sound bases for recommendations to the Board of Directors of the Governor's School of North Carolina and the Division of Exceptional Children of the North Carolina State Department of Public Instruction so that they can make reasoned decisions on continuing or revising the present Governor's School program and the policies, standards, or organization of the Governor's School of North Carolina.

This dissertation includes a presentation of the problem addressed, review of related literature, procedures and techniques, presentation of data and findings, conclusions, implications and recommendations.

Presentation of the Problem

This evaluative study used a mail survey of 1,200 former Governor's School students as its primary data source. A stratified random sampling plan utilized proportional allocation of sample sizes to strata to represent the total population of former Governor's School students from 1963 through 1981. The study attempted to determine the accomplishments of former Governor's School students, how these students perceived the effects of their participation in the Governor's School, what changes in the Governor's School they would recommend, and the impact that graduates have had on the state of North Carolina since attending the Governor's School. In addition to surveying the former students of the Governor's School, the superintendents of the public schools of North Carolina were surveyed to determine their perceptions of, and their suggestions for changes in the Governor's School of North Carolina.

Information secured through this study can be used for decision making by the Board of Directors of the Governor's School and the Division of Exceptional Children of the State Department of Public Instruction of North Carolina.

The Governor's School of North Carolina, a summer program for gifted and talented high school students, was originally funded in 1963 by a three-year grant from the Carnegie Corporation and matching funds from Winston-Salem,

North Carolina, business firms and foundations. In 1965 the General Assembly of North Carolina voted to appropriate the funds to continue the program. Students were nominated by their local public school superintendent or private school headmaster and those chosen were assigned to the two schools, East and West.

The Governor's School of North Carolina seeks to Open Windows Onto the Future (Lewis, 1969) and thus prepare students identified as gifted for a productive role in society. To accomplish this goal the program is divided into three areas:

Area I Academic -- English, languages (Spanish and French), mathematics, natural and social sciences, performing arts (choral and instrumental music, dance and drama).

Area II General Conceptual Development -- Students are given opportunities to move from their major area of study, to expand their interests and knowledge, and to include the whole spectrum of advancing knowledge.

Area III The study of self and society.

A wide variety of experiences provide stimulation and enrichment of the curriculum, which carry no credit toward high school graduation. The staff is carefully screened to meet both the academic and personal needs of the students.

Both faculty and students have the opportunity to work with nationally recognized consultants.

One purpose of this study was to facilitate institutional planning and development with implications for organizational change. The curriculum components perceived by former Governor's School students as important and useful could affect curriculum decisions about content and delivery of services to gifted and talented students. This study added to the literature on evaluation of short programs which have no control group, no comparison group and no expectations for immediate impact or change. This study relied on the retrospection of former students. Comparisons were made and where patterns existed they were explored in this summative evaluation.

The researcher determined whether or not former students perceived that the Governor's School made a difference in preparing them for the twentieth century (Lewis, 1969, p. 5) and if a difference did exist, whether these perceptions of change brought about by the Governor's School experience showed any relationship to demographic characteristics. Program content and methodology were evaluated by using as data the perceived outcomes and preferences of former students. The researcher determined whether or not graduates of the Governor's School of North Carolina have remained in North Carolina where they could exert a positive impact.

The following questions were answered using data secured from former Governor's School students:

- I. What are the accomplishments of the former Governor's School students?
- II. Do these accomplishments form a pattern when grouped by various demographic characteristics?
- III. What do the former Governor's School students perceive to be the effect that the Governor's School has had on them?
- IV. Does this perceived effect differ among former Governor's School students when grouped by various demographic characteristics?
- V. How do former Governor's School students perceive the policies and standards of the Governor's School?
- VI. Do former Governor's School students believe that the Governor's School curriculum should be varied or modified?
- VII. How do former Governor's School students perceive the organization of the Governor's School?
- VIII. What impact do former Governor's School students believe that the Governor's School has had on North Carolina?

The following questions were answered using data secured from superintendents:

- IX. How are the policies and standards of the Governor's School perceived by the Superintendents and/or their designees who select nominees for the Governor's School?
- X. Do Superintendents believe that the Governor's School curriculum should be varied or modified?
- XI. Do Superintendents believe that the organization of the Governor's School should be changed?
- XII. Do Superintendents believe that the Governor's School has had an impact on North Carolina?

Objectives

This study was intended to determine the impact of the Governor's School of North Carolina on the state of North Carolina, and to assess the value of the Governor's School program as it contributed to the productivity and accomplishments of its graduates. Data were evaluated to assist in meeting the following objective:

To give the researcher sound bases for recommendations to the Board of Directors of the Governor's School of North Carolina and the Division of Exceptional Children of the North Carolina State Department of Public Instruction so that they can make reasoned decisions on continuing or revising the present Governor's School program and the policies, standards, or organization of the Governor's School of North Carolina.

CHAPTER II

REVIEW OF RELATED LITERATURE

Many programs for gifted and talented students have been initiated around the country with a variety of goals and objectives. They ranged from summer experiences such as the Twin City Institute for Talented Youth (TCITY), 1971, "designed to create a special experience, cutting across student interests, group identification, idea exploration, and the traditional school curriculum" (Stake & Gjerde, 1975, p. 4); to utilization of community resources in Hampton, Virginia. The NASA Langley Research Center in Hampton helped students realize "realistic vocational choices through observation and participation" (Pinelle, 1973, p. 199). The Akron, Ohio, Public Schools attempted to unify the school day and not splinter their program by developing an inquiry approach to stimulate their gifted students in mathematics and science in a two-hour block during the normal school day (Keller, 1980, p. 577-582). These programs and many more have been generally successful as they have sought to meet the needs of the gifted and talented young people in our communities. A number of programs for gifted and talented students in this larger group were unique, because they were designated as Governor's Honors Programs. These programs served a

population that was statewide and conformed to the goals of the legislature in their locales.

This dissertation describes an evaluation of the Governor's School of North Carolina. This review of related literature sought to answer these critical questions:

1. Where did this study fit within the field of evaluation?
2. What other Governors' Honors Programs were in existence?
3. To what extent have these Governors' Honors Programs been evaluated? How were they evaluated? What was found?
4. How did previous evaluations compare and contrast with this evaluation of the Governor's School of North Carolina?

Where Did This Study Fit Within The Field of Evaluation?

As stated, the purpose of this study was to facilitate institutional planning and development with implications for organizational change. The curriculum components perceived by former Governor's School students as important and useful could affect curriculum decisions about content and delivery of services to gifted and talented students. This study further added to the literature of evaluation of short programs which had no control group, no comparison group, and no expectations for immediate impact or change.

Moreover, this study relied on the retrospection of former students. Comparisons were made, and where patterns existed they were explored in this summative evaluation.

This study fell into two major areas of inquiry: (a) decision-oriented studies, and (b) conclusion-oriented studies as described by Cronbach and Suppes (1969):

In a decision-oriented study the investigator is asked to provide information wanted by a decision-maker; a school administrator, a government policy-maker, the manager of a project to develop a new biology textbook, or the like. The decision-oriented study is a commissioned study. The decision-maker believes that he needs information to guide his actions and he poses the question to the investigator. The conclusion-oriented study, on the other hand, takes its direction from the investigator's commitments and hunches. The educational decision-maker can, at most, arouse the investigator's interest in the problem. The latter formulates his own question, usually a general one rather than a question about a particular institution. The aim is to conceptualize and understand the chosen phenomenon; a particular finding is only a means to that end. Therefore, he concentrates on persons and settings that he expects to be enlightening. (Cronbach & Suppes, 1969, pp. 20-21)

As a decision-oriented study, this study was concerned with policy change. The difficulty and pain associated with change can be reduced if change is planned and open. Planning and openness should minimize resistance (Watson, 1969, pp. 496-497).

The State Department of Public Instruction (SDPI), Division of Exceptional Children was interested in the perceptions of the former students of the Governor's School of North Carolina as it looked to future funding concerns of this program. The Division was interested in the effect

the program has had on these students and whether these students were still in North Carolina where they could possibly make an impact on this state. The SDPI, because of funding restrictions, has not commissioned this study. Personnel in the department have been most cooperative with assistance in rolls and addresses of former students as well as with sharing the limited printed materials they have collected about the Governor's School of North Carolina. Gail Howard, Administrative Assistant for the Governor's School with an office on the campus of Salem College in Winston-Salem, North Carolina, has responded to questions and has helped "brainstorm" topics for research questions. Mr. Ted Drain, Director for the Division of Exceptional Children, along with David Mills and Gail Smith of his staff in Raleigh, have also helped refine research questions for the study.

The researcher wished to be responsive to the interests of the North Carolina State Department of Public Instruction as the needs the department expressed were very interesting. Also, the researcher wished to explore the perceptions of superintendents in local educational agencies (LEAs) of North Carolina regarding the Governor's School program.

"Conclusion-oriented inquiry is referred to as research; decision-oriented inquiry typifies evaluation as well as any three words can" (Worthen & Sanders, 1973, p.

28). This study, therefore, can be characterized as research and evaluation.

Scriven (1967) saw evaluation playing several roles in an educational project. He defined the "formative role" as an internal, feedback process in the ongoing improvement of curriculum. A second role in the evaluation process was performed by an outsider looking at the complete curriculum refined by the use of formative evaluation; Scriven called this the "summative role" of evaluation. This information was utilized by the consumer to decide whether or not to adopt a curriculum for a district (p. 43). Scriven (1973) later defined a third role as "monitoring," which was summative evaluation at an intermediate stage, with the concern of intervention (p. 63).

As a conclusion-oriented study, this paper contributed to the literature a description of summer programs designed for gifted and talented students. Conclusions concerning the perceived effectiveness of the Governor's School by the former students were sought. What were the relative effects of the components of the Governor's School? Did these relative effects differ by demographic characteristics such as race, sex, etc.?

What Other Governors' Honors Programs Were In Existence?

The Governor's School of North Carolina was the first school of its kind to be initiated in the United States. Since its beginning in 1963, seven additional Governors'

Honors Programs have been instituted. The states of Arkansas, Florida, Georgia, Louisiana, Pennsylvania, South Carolina, and Virginia have joined North Carolina in providing a summer Governor's Honors program. Each program was unique as it strove to meet the objectives identified for its constituents (Karnes & Pearce, 1981). Program characteristics were summarized in Table 1.

To What Extent Have These Governors' Honors Programs Been Evaluated? How Were They Evaluated? What Was Found?

Extent of Evaluation. Five of the eight Governor's Honors programs have conducted follow-up studies to evaluate their programs. The Georgia Honors Program has evaluated its career awareness component for effectiveness (J. Fant, Consultant, Governor's Program, personal correspondence, October 21, 1981). Vincent J. Colombo has evaluated the class of 1974 of the Governor's School of North Carolina. Pennsylvania has reported on its program in the Gifted Child Quarterly (Gatty, 1976, pp. 427-432). South Carolina has used informal surveys to evaluate its program for each succeeding year. Dr. John Booth has evaluated the Governor's School of Virginia in completing his doctoral studies (J. T. Micklem, Director, Division of Special Education Programs and Pupil Personnel Services, personal correspondence, October 28, 1981). No formal evaluation has been conducted by the Governor's Program for Gifted Children in the State of Louisiana (J. Ardoin,

Table 1
Governors' Honors Programs in Existence as of June, 1980

State	Year Established	Duration	Location	Number in Attendance	Level of Student Attending	Areas of Program
Arkansas	1980	5 weeks	Hendrix College	400	rising seniors	academic, art, drama, choral music
Florida	1980	varies	nine campuses	varies	9-12	humanities, science/ technology, mathematics, fine & performing arts
Georgia	1964	6 weeks	North Georgia College Valdosta State College	600	rising 11-12	English, mathematics, foreign language, drama, music, vocational educ.
Louisiana	1965	7 weeks	McNeese State University	140	6th grade returning for 5 years	humanities, science, composition, art, drama, music
North Carolina	1963	8 weeks	Salem College St. Andrews Presbyterian College	400 each campus	rising 11-12	fine & performing arts, academic
Pennsylvania	1973	5 weeks	Bucknell University	200+	rising 11-12	art, dance, music, photography, theatre, creative writing
South Carolina	1976	6 weeks	College of Charleston	275	rising 11-12	natural & physical sci., humanities, social sci., fine & performing arts
Virginia	1973	4 weeks	Mary Baldwin College Mary Washington College Randolph-Macon Woman's College	140	rising 11-12	fine & performing practical arts, natural & physical sciences, humanities, history & social science

(Karnes & Pearce, 1981, pp. 8-11)

Secretary, Governor's Program for Gifted Children, personal correspondence, October 29, 1981). Arkansas and Florida have not responded to correspondence. Both of these programs were first established in 1980.

How evaluated. The Governor's School of South Carolina, which has completed its sixth year of operation, had not had the funds nor the personnel to undertake a thorough study of its former participants as they progress through high school to college or other educational opportunities and into their chosen careers. The school has, at present, utilized a form to use as an in-house document to plan for each succeeding year's program (P. C. Fisher, Director, personal correspondence, October 19, 1981).

The Georgia Honors Program (GHP) evaluated its program in 1977 by quizzing its students on what they expected at the beginning of the program and followed that with a questionnaire administered during the last week of the summer program, using an instrument entitled "Did You Get What You Expected?." In addition they used the same pre- and posttest format in assessing areas entitled (1) Future Attitudes Survey, (2) Future of the World of Work, (3) Thinking Creatively About the Future, (4) Images of the Future, (5) Styles of Learning and Thinking, (6) Feelings of Alienation, and (7) Open-Ended Evaluation of Major Areas of the Program. In January of 1978 a follow-up survey was

sent to each participant and each nominating teacher to assess the student's future educational plans, present career plans, changes in their career plans since attending the GHP, and a checklist of achievements during the 1977-78 school year. They also asked for suggested improvements. A similar questionnaire was sent to the faculty of the 1977 GHP to identify the ways they had changed their teaching styles and expectations of students as a result of their experiences as faculty members of the GHP.

The majority of the data collection for the GHP was on-site. Not all students were given all questionnaires, but were instead assigned to one of three groups. In this way a wide variety of information was obtained without over-testing each student (Torrance, Reynolds, Jones, Gibbs, Horng, & Torrance, 1978, pp. 6-11).

The Governor's School of North Carolina was the topic of a study conducted by Vincent J. Colombo in 1974. Dr. Colombo selected the students of the Governor's School in 1974, in addition to one of their parents, selected high school teachers of the students, and the faculty of the Governor's School for 1974 as the population for a study to complete his doctoral requirements. He mailed a separate questionnaire to each of these different publics to determine the effect of the Governor's School of North Carolina program on former students, as perceived by these different publics. The response rate for students was 71%

(281 of 394 students responded). The response rate for parents was 70% (275 of 394 parents responded). The response rate for teachers of the students was 76% (301 of 394 teachers responded). The response rate for the faculty of the Governor's School was 88% (30 of 34 faculty members responded). The overall response rate was 73% (Colombo, 1976, pp. 2-6).

Gatty (1976) reported that the Pennsylvania Governor's School for the Arts is a "discovery" program (p. 428) and that a major distinguishing feature is that it requires a student to select a completely separate arts area for involvement. Six mornings a week are devoted to the student's principal art and the afternoon activity is devoted to a separate art. The students have appreciated this opportunity to experiment (p. 431). Annual surveys have been conducted to determine what the students are doing with their arts as they return to their communities.

Virginia has developed a survey which consists of a series of four questionnaires: (1) Governor's School Participant Survey, (2) Governor's School Faculty Survey, (3) Survey for Parents of Governor's School Participants, and (4) Questionnaire for Administrators and/or Decision Makers. These data had not been collected at the time this study was written; therefore, additional information was not available (J. Booth, personal correspondence, June 28, 1982).

What Was Found? Torrance, et al. (1977), in their follow-up of the Evaluation of the 1977 Career Awareness Component of the Georgia Governor's Honors Program, found the following:

By almost any ordinary standards, the record of achievement reported by both students and teachers is remarkable. Almost all of the participants came to GHP with excellent academic records of achievement. In fact, many of the nominating teachers commented that the students they had nominated were already top achievers and that it would not have been possible for them to improve their academic achievement. Yet 70% of the students and 59% of the teachers reported improved academic performance. Such a record, however, is credible in view of the information students gave at the end of GHP concerning the effects of the program on their motivation. For many of them, GHP had the effect of removing restraints to outstanding achievement. Many of them also found through the GHP experience that they could achieve at a much higher level than they previously had.

Seventy-five or more percent of the students reported the following kinds of achievements:
Advised future GHP applicants/candidates/participants (98%)

Taught skills to classmates, helped them solve problems, raised their consciousness (75%)
Continued learning about potential future career (89%)
Discussed controversial issues more easily (79%)
Encouraged others to apply for GHP (94%)
Continued friendships formed at GHP (96%)
Shared information acquired at GHP in home, school, community (100%)
Improved leadership skills (75%)
Improved and continued practicing some skill acquired at GHP (88%)

The results for the 1977 program are remarkably similar to those for 1976. About the only difference of any consequence was the degree of follow-up to future career concerns. Seventy-seven percent of the 1976 participants and 89% of the 1977 counterparts reported that they had continued learning about their potential future careers. Eighty-eight percent of the 1977 participants and 78% of the 1976 counterparts reported that they had improved and had continued practicing some skill learned at GHP. (p. 79)

Vincent J. Colombo drew the following conclusions as he studied the various publics of the 1974 Governor's School of North Carolina.

1. The Governor's School of North Carolina had a positive effect on former students as evidenced by the high percentage of favorable responses in the opinionnaires. The students, parents and Governor's School faculty generally gave the strongest endorsement to the program of the School, which probably indicates the pride they all had for the Governor's School resulting from personal involvement.
2. The high school teachers of the former Governor's School students did not give as strong an endorsement of the program as the other three groups. Presumably those teachers had little personal knowledge of the program. Except for approximately twenty teachers per summer who attended the Teacher Training Institute at the School, very few high school teachers had any direct contact with the Governor's School.
3. The Governor's School would probably survive even if funds were cut considerably by the legislature. Many students and parents generally agreed that they would be willing to pay, if they had the money, to attend the Governor's School. Charging tuition would be a radical departure from tradition. The students have always been provided free books, tuition, room and board.
4. The Governor's School faculty perceives its relationship with the State Department of Public Instruction personnel as poor. The faculty members would like to have the most qualified students attend each summer without regard to race or geographic distribution of students. The Board of Governors of the Governor's School under the authority of the State Department of Public Instruction must be more realistic because policy demands that the students selected must reflect the racial balance of secondary students throughout the state. This may be the basis for some of the differences resulting in poor relations between the faculty of the Governor's School and personnel of the State Department of Public Instruction. (pp. 179-180)

How did previous Governor's School evaluations compare and contrast with the present evaluation of the Governor's School of North Carolina?

Each of the previous evaluations utilized surveys (opinionnaires, questionnaires) to collect data. A section in each survey was devoted to demographic data, while other sections explored a variety of topics, all soliciting information to determine the effectiveness of the particular Governors' Honors Program. Pennsylvania explored community involvement in the arts of its former students. Georgia asked questions about future career choices. South Carolina asked questions to determine program directions for the succeeding year. Vincent J. Colombo, as he explored the Governor's School of North Carolina in 1974, sought to determine the effect of the Governor's School on the students attending during the summer of 1974. This present study sought to answer questions about policy and standards, program, organization, and impact on North Carolina.

On-site surveys were utilized in South Carolina and Georgia. Georgia, North Carolina, and Pennsylvania utilized a mail survey for all or part of their data collection. This present study was conducted by a mail survey.

The population in each previous study included the former students of the Governors' Honors program for an

immediately past session. This study utilized as its population a stratified random sample of Governor's School participants in the classes of 1963 through 1981. Additional respondents to the surveys have been parents, teachers from the home school, and Governors' Honor Program faculty. This proposal sought a different perspective on the areas of policy and standards, program, organization, and impact on North Carolina as it questioned school superintendents or their designees.

Summary

This study was similar to the other studies in that it utilized surveys to collect data, but it was broader than the previous studies in the following ways: The population spanned the time from 1963 through 1981, and thus allowed for investigation of long-term impact which had not been addressed in any of the other studies. Also, there was a formative emphasis on policy in contrast to the other studies which emphasized program. A further difference was the focus on the perceptions of the superintendents of North Carolina.

CHAPTER III

METHODOLOGY

Introduction

Purpose and Organization. This dissertation was an evaluation of the effectiveness of the Governor's School of North Carolina. "An evaluation is a process by which relevant data are collected and transformed into information for decision-making" (Cooley & Lohnes, 1976, p. 3). As a decision-oriented study, this research was concerned with policy change. Worthen and Sanders (1973) defined decision-oriented inquiry as evaluation (p. 28).

This chapter contains the following sections:

1. Research Questions
2. Cover Letter
3. Population and Sample Design
4. Survey Management
5. Plans for Analysis of Data
 - a. Statistical Analysis
 - b. Editing Specifications
 - c. Coding Specifications
 - d. Crosswalk

Research Questions

Expanded research questions. In survey research the basic questions that motivate the research can be expanded

to delineate the facets of the questions which the researcher wishes to explore. The research questions are hierarchial in nature with each level giving greater definition to the level above it.

Eight research questions were devised to be answered with data to be obtained from former students and four research questions were to be answered from data collected from superintendents or their designees. It is important to realize that research questions are not questionnaire items, although they motivate questionnaire items. The expanded research questions follow:

Research Questions

I. What are the accomplishments of the former Governor's School students?

A. Educational Achievements

1. Highest degree attained

- a. None
- b. High School diploma
- c. Certificate (Specify in what: _____)
- d. License (Specify in what: _____)
- e. A two-year or three-year vocational degree or diploma
- f. A two-year academic degree

- g. A four-year or five-year college
Bachelor's degree
 - h. A Master's degree or equivalent
 - i. A PhD or equivalent
 - j. An MD, LLB, BD, DD, DDS, or equivalent
 - k. Other (Specify: _____)
2. Presently enrolled in
- a. None
 - b. Vocational, trade, business, or other
career training school
 - c. Junior or community college (two-year)
 - d. College or university (four years or
more)
 - e. Independent graduate or professional
school (medical, dental, law, theology,
etc.)
 - f. Other (Describe: _____)
3. Future educational plans
- a. None
 - b. Finish high school
 - c. Vocational trade or business school
 - (1) Less than two years
 - (2) Two years or more
 - d. College program
 - (1) Less than two years of college

- (2) Two or more years of college
(including two year degree)
- (3) Finish college (four- or five-year
degree)
- (4) Master's degree or equivalent
- (5) PhD, or advanced professional
degree

B. Honors, scholarships, special awards since
attending the Governor's School.

- 1. Local
- 2. Regional
- 3. State
- 4. National

C. Scholarly productions (written, composed,
published, presently in process, etc.)

- 1. Articles
- 2. Books
- 3. Papers
- 4. Musical Scores
- 5. Individual performances or original work
- 6. Choreography
- 7. Paintings/Prints
- 8. Discoveries/Patents
- 9. Thesis/Dissertation resulting in article or
book
- 10. Other (Please specify: _____)

D. Current profession/occupation

1. Clerical (bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent)
2. Craftsman (baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter)
3. Farmer, Farm Manager
4. Homemaker or Housewife Only
5. Laborer (construction worker, car washer, sanitary worker, farm laborer)
6. Manager, Administrator (sales manager, office manager, school administrator, buyer, restaurant manager, government official)
7. Military (career officer, enlisted man or woman in the Armed Forces)
8. Operative (meat cutter, assembler, machine operator, welder, taxicab, bus or truck driver, gas station attendant)
9. Professional (accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher)

10. Professional (clergyman, dentist, physician, lawyer, scientist, college teacher)
11. Proprietor or Owner (owner of a small business, contractor, restaurant owner)
12. Protective Service (detective, police officer or guard, sheriff, fire fighter)
13. Sales (salesperson, advertising or insurance agent, real estate broker)
14. School Teacher (elementary or secondary)
15. Service (barber, beautician, practical nurse, private household worker, janitor, waiter)
16. Student (high school, trade or business school, college or university, professional school)
17. Technical (draftsman, medical or dental technician, computer programmer)
18. Not working
19. Other (Please specify: _____)

II. Do these accomplishments form a pattern when grouped by the following demographic or Governor's School attendance characteristics?

- A. Area I concentration at the Governor's School
1. Art
 2. Choral Music

3. Drama
4. English
5. French
6. Instrumental Music
7. Mathematics
8. Modern Dance
9. Natural Science
10. Social Science
11. Spanish

B. Year attended the Governor's School

1. 1963-1970
2. 1971-1975
3. 1976-1977
4. 1978-1979
 - a. East
 - b. West
5. 1980-1981
 - a. East
 - b. West

C. High School level at time attended the Governor's School

1. Rising Junior
2. Rising Senior

D. Gender

1. Male
2. Female

E. Ethnic Origin

1. White (not Hispanic origin)
2. Black (not Hispanic origin)
3. Hispanic
4. American Indian or Alaskan Native
5. Asian or Pacific Islander
6. Other (Please specify: _____)

F. Size of town or city in which the former Governor's School student now lives

1. In a rural or farming community
2. In a small city or town of fewer than 50,000 people that is not a suburb of a larger place
3. In a medium-sized city (50,000-100,000 people)
4. In a suburb of a medium-sized city
5. In a large city (100,000-500,000 people)
6. In a suburb of a large city
7. In a very large city (over 500,000 people)
8. In a suburb of a very large city
9. A military base or station

III. What do the former Governor's School students perceive to be the effect that the Governor's School has had on them?

- A. Do the former Governor's School students perceive that the Governor's School has made a

difference in preparing them for their chosen field?

- B. What is the degree to which the Governor's School has influenced the student to accomplish what he or she has accomplished?
- C. What is the degree to which the Governor's School has influenced the former Governor's School student's present occupation?
 - 1. Directly related to the Area I subject for which the former student was chosen to participate in the Governor's School
 - 2. In an occupation as a result of being exposed to the general area while attending the Governor's School, but different from the student's Area I choice
 - 3. Completely different occupational choice, in no way related to the Governor's School experience
- D. Do the former Governor's School students believe that the Governor's School had any socializing effect on them?
 - 1. Important contacts for future references
 - 2. Did any "Old Boy" networks develop?
 - 3. Leadership contacts for the future
- E. Was an increased cultural awareness developed?

1. Liberal education emphasized through Area II emphasis
 2. Exposure to a wide variety of experiences
- IV. Does this perceived effect differ among former Governor's School students when grouped by the following demographic characteristics?
- A. Area I concentration at the Governor's School
1. Art
 2. Choral Music
 3. Drama
 4. English
 5. French
 6. Instrumental Music
 7. Mathematics
 8. Modern Dance
 9. Natural Science
 10. Social Science
 11. Spanish
- B. Year attended the Governor's School
1. 1963-1970
 2. 1971-1975
 3. 1976-1977
 4. 1978-1979
 - a. East
 - b. West
 5. 1980-1981

- a. East
 - b. West
- C. High School level at the time attended the Governor's School
 - 1. Rising Junior
 - 2. Rising Senior
- D. Gender
 - 1. Male
 - 2. Female
- E. Ethnic Origin
 - 1. White (not Hispanic origin)
 - 2. Black (not Hispanic origin)
 - 3. Hispanic
 - 4. American Indian or Alaskan Native
 - 5. Asian or Pacific Islander
 - 6. Other (Please specify: _____)
- F. Size of town or city in which the former Governor's School student now lives
 - 1. In a rural or farming community
 - 2. In a small city or town of fewer than 50,000 people that is not a suburb of a larger place
 - 3. In a medium-sized city (50,000-100,000 people)
 - 4. In a suburb of a medium-sized city
 - 5. In a large city (100,00-500,000 people)

6. In a suburb of a large city
7. In a very large city (over 500,000 people)
8. In a suburb of a very large city
9. A military base or station

V. How does the former Governor's School student perceive the policies and standards of the Governor's School?

A. Academic Requirements for Admission

1. Maintain strict requirements for all students
2. Maintain strict requirements for students attending the Governor's School in the academic areas while doing away with these GT requirements in the areas of visual and performing arts. Standards for the performing arts to be maintained commensurate with the academic area.
3. Lower requirements for all students

B. Level of Students Accepted

1. Continue to accept rising high school juniors and rising high school seniors
2. Eliminate rising high school juniors which presently make up 20% to 30% of the students
 - a. Maturity Level
 - b. Socialization Skills

3. Expand to include rising high school sophomores
 - a. More impact on home school
 - b. Reach greater population
 - c. Maturity Level
 - d. Socialization Skills

VI. Does the former Governor's School student believe that the Governor's School program should be varied or modified?

- A. Does the former Governor's School student perceive that the Area I emphasis for which he/she was chosen to attend the Governor's School was correctly emphasized?
 1. Length of time spent on Area I activities was appropriate
 2. Teaching faculty was appropriate
 - a. Knowledgeable in assigned area
 - b. Able to relate to students
 3. Visiting consultants were appropriate
 - a. Knowledgeable in assigned area
 - b. Able to relate to students
 - c. Time spent on campus appropriate
 4. Activities were appropriate
 - a. Lectures
 - b. Labs
 - c. Discussions

- d. Panels
 - e. Media Presentations
 - f. Other (Please specify: _____)
5. Facilities were appropriate
- a. Quantity
 - b. Quality
 - c. Accessibility
6. Materials were appropriate
- a. Quantity
 - b. Quality
 - c. Accessibility
7. Equipment was appropriate
- a. Quantity
 - b. Quality
 - c. Accessibility
- B. Does the former Governor's School student perceive that the Area II emphasis was important, (Area II is the area of general conceptual development, in which the student is expected to expand his/her interests and knowledge beyond his/her own concentrated specialty to include the whole spectrum of advancing knowledge.)?
- 1. Length of time spent on Area II activities was appropriate
 - 2. Teaching faculty was appropriate

- a. Knowledgeable in assigned area
- b. Able to relate to students
- 3. Visiting consultants were appropriate
 - a. Knowledgeable in assigned area
 - b. Able to relate to students
 - c. Time spent on campus appropriate
- 4. Activities were appropriate
 - a. Lectures
 - b. Labs
 - c. Discussions
 - d. Panels
 - e. Media Presentations
 - f. Other (Please specify: _____)
- 5. Facilities were appropriate
 - a. Quantity
 - b. Quality
 - c. Accessibility
- 6. Materials were appropriate
 - a. Quantity
 - b. Quality
 - c. Accessibility
- 7. Equipment was appropriate
 - a. Quantity
 - b. Quality
 - c. Accessibility

C. Does the former Governor's School student perceive that the Area III emphasis was important, (Area III is the area of personal and social development of the student who is considered gifted.)?

1. Personal growth

- a. Self concept
- b. Independence
- c. Intelligence or Intellect
- d. Nature of Personality
- e. Personality and Culture
- f. Frustration, Anxiety, and Conflict
- g. Conformity and Non-conformity
- h. Ethics and Morality (Prejudice)
- i. Religion
- j. Aesthetics
- k. Individual and Society
- l. Other (Please specify: _____)

2. Social Development

- a. Finding that there are others like themselves
- b. Extracurricular activities
- c. Conformity and Non-conformity
- d. Ethics and Morality (Prejudice)
- e. Individual and Society
- f. Other (Please specify: _____)

- D. Does the former Governor's School student perceive that the Area I groupings of subjects should be changed?
1. Maintain the Area I listing as it presently stands
 - a. Art
 - b. Choral Music
 - c. Drama
 - d. English
 - e. French
 - f. Instrumental Music
 - g. Mathematics
 - h. Modern Dance
 - i. Natural Science
 - j. Social Science
 - k. Spanish
 2. Limit Area I subjects to academic areas only
 - a. English
 - b. French
 - c. Mathematics
 - d. Natural Science
 - e. Social Science
 - f. Spanish
 3. Create a separate school for the Visual and Performing Arts

- a. Art
 - b. Choral Music
 - c. Drama
 - d. Instrumental Music
 - e. Modern Dance
4. Create separate subject schools
- a. Technology
 - b. Foreign Language
 - c. Marine Biology
 - d. Visual and Performing Arts
 - e. Other
5. Create schools which integrate the subject matter
- a. Communications
 - b. Environmental Studies
 - c. Conservation of Resources
 - d. Other (Please specify: _____)

- VII. How does the former Governor's School student perceive the organization of the Governor's School?
- A. Reduce the number of Governor's School sites and reduce the number of students served.
 - B. Reduce the number of Governor's School sites, but maintain the present number of students.
 - C. Reduce the number of Governor's School sites, but increase the number of students served.

- D. Maintain the two schools East and West, but reduce the number of students served.
- E. Maintain the two schools East and West and maintain the present level of students.
- F. Maintain the two schools East and West and increase the number of students served.
- G. Expand to include additional sites for the Governor's Schools, but reduce the number of students served.
 - 1. East
 - 2. West
 - 3. Central
 - 4. Mountains (far west)
 - 5. Coast (far east)
 - 6. Other (Please specify: _____)
- H. Expand to include additional sites for the Governor's School, but maintain the present number of students.
 - 1. East
 - 2. West
 - 3. Central
 - 4. Mountains (far west)
 - 5. Coast (far east)
 - 6. Other (Please specify: _____)

I. Expand to include additional sites for the Governor's School and increase the number of students served.

1. East
2. West
3. Central
4. Mountains (far west)
5. Coast (far east)
6. Other (Please specify: _____)

VIII. What impact does the former Governor's School student believe that the Governor's School has had on North Carolina?

A. Does the former Governor's School student perceive that his or her own local school realized any benefit by sending students to the Governor's School?

1. Did attending the Governor's School change the way the former Governor's School student related with his or her peers upon returning to their home school?
 - a. A feeling of elitism
 - b. Increased self-esteem
 - c. Decreased self-esteem
 - d. Increased leadership
 - e. Increased academic awareness
 - f. Other (Please specify: _____)

2. Did the Governor's School influence the home school system to modify its curriculum?
 - a. To include specific courses
 - b. To utilize specific teaching techniques
 - c. To train teachers
 - d. To alter facilities
 - e. To alter materials
 - f. To alter equipment
 - g. To alter Media Center/Library
 - h. Other modifications (Please specify: _____)
- B. Did the local school provide the opportunity for the former Governor's School student to continue to pursue interests developed at the Governor's School?
 1. Resources
 2. Faculty
 3. Facilities
 4. Materials
 5. Equipment
 6. Media Center/Library
 7. Other (Please specify: _____)
- C. Does the former Governor's School student still live and work in North Carolina?
 1. Former locations

- a. North Carolina
 - (1) Same community as the high school which nominated him or her for the Governor's School
 - (2) Different community from high school
 - b. State other than North Carolina
 - c. Foreign Country
2. Present Location
- a. North Carolina
 - (1) Same community as the high school which nominated him or her for the Governor's School
 - (2) Different community from high school
 - b. State other than North Carolina
 - c. Foreign Country
3. Future plans for locations
- a. North Carolina
 - (1) Same community as the high school which nominated him or her for the Governor's School
 - (2) Different community from high school
 - b. State other than North Carolina
 - c. Foreign Country

IX. How are the policies and standards of the Governor's School perceived by the superintendents or their designees who select nominees for the Governor's School?

A. Academic Requirements for Admission

1. Maintain strict requirements for all students
2. Maintain strict requirements for students attending the Governor's School in the academic areas while doing away with these GT requirements in the areas of visual and performing arts. Standards for the performing arts to be maintained commensurate with the academic area.
3. Lower requirements for all students

B. Level of Students Accepted

1. Continue to accept rising high school juniors and rising high school seniors
2. Eliminate rising high school juniors which presently make up 20% to 30% of the students
 - a. Maturity Level
 - b. Socialization Skills
3. Expand to include high school sophomores
 - a. More impact on home school
 - b. Reach greater population

c. Maturity Level

d. Socialization Skills

- C. Is the intent of the selection process understood by those who nominate students?
- D. Is the intent of the selection process being realized?
- E. Are there other students who would benefit who are not now being selected because of lack of facilities?

X. Do Superintendents believe that the Governor's School program should be varied or modified?

- A. Maintain the Area I listing as it presently stands
 - 1. Art
 - 2. Choral Music
 - 3. Drama
 - 4. English
 - 5. French
 - 6. Instrumental Music
 - 7. Mathematics
 - 8. Modern Dance
 - 9. Natural Science
 - 10. Social Science
 - 11. Spanish
- B. Limit Area I subjects to academic areas only
 - 1. English

2. French
3. Mathematics
4. Natural Science
5. Social Science
6. Spanish

C. Create a separate school for the Visual and Performing Arts

1. Art
2. Choral Music
3. Drama
4. Instrumental Music
5. Modern Dance

D. Create separate subject schools

1. Technology
2. Foreign Language
3. Marine Biology
4. Visual and Performing Arts
5. Other (Please specify: _____)

E. Create school which integrates the subject matter

1. Communication
2. Environmental Studies
3. Conservation of Resources
4. Other (Please specify: _____)

XI. Do Superintendents believe that the organization of the Governor's School should be changed?

- A. Reduce the number of Governor's School sites and reduce the number of students served.
- B. Reduce the number of Governor's School sites, but maintain the present number of students.
- C. Reduce the number of Governor's School sites, but increase the number of the number of students served.
- D. Maintain the two schools East and West, but reduce the number of students served.
- E. Maintain the two schools East and West and maintain the present level of students.
- F. Maintain the two schools East and West and increase the number of students served.
- G. Expand to include additional sites for the Governor's Schools, but reduce the number of students served.
 - 1. East
 - 2. West
 - 3. Central
 - 4. Mountains (far west)
 - 5. Coast (far east)
 - 6. Other (Please specify: _____)
- H. Expand to include additional sites for the Governor's School, but maintain the present number of students.
 - 1. East

2. West
3. Central
4. Mountains (far west)
5. Coast (far east)
6. Other (Please specify: _____)

I. Expand to include additional sites for the Governor's School and increase the number of students served.

1. East
2. West
3. Central
4. Mountains (far west)
5. Coast (far east)
6. Other (Please specify: _____)

XII. Do Superintendents believe that the Governor's School has had an impact on North Carolina?

A. Has the LEA realized any benefit from sending students to the Governor's School?

1. Did attending the Governor's School change the way the former Governor's School student related with his/her peers upon returning to their home school?
 - a. A feeling of elitism
 - b. Increased self-esteem
 - c. Decreased self-esteem
 - d. Increased leadership ability

- e. Increased academic awareness
 - f. Other (Please specify: _____)
2. Did the Governor's School influence the LEA to modify its curriculum?
- a. To include specific courses
 - b. To utilize specific teaching techniques
 - c. To train teachers
 - d. To alter facilities
 - e. To alter materials
 - f. To alter equipment
 - g. To alter Media Center/Library
 - h. Other modifications (Please specify: _____)
- B. Has the state of North Carolina realized any benefit?
- 1. Former Governor's School students live in North Carolina.
 - 2. Former Governor's School students work in North Carolina.
 - 3. Former Governor's School students pursued further education than they would have otherwise.
 - 4. Former Governor's School students are in leadership positions.

5. Former Governor's School students obtained higher occupational status because of the Governor's School experience.

The Cover Letter

Concerns. Getting an adequate response rate is a serious problem in mail surveys. Since nonrespondents often vary significantly from respondents, the potential of bias is severe. This problem is of more concern than loss of data from small sample size.

Population, subject matter, and sponsorship are three areas over which the researcher has little control (Moser & Kalton, 1972, p. 262). The population for this survey was all former Governor's School students from 1963 through 1981. The lists available were limited by lack of current addresses. Where possible, alumni association lists were used to check for a more current address. The alumni association officers have had difficulty updating their records. The final area, sponsorship, was of most concern to this researcher. The State Department of Public Instruction, Division of Exceptional Children, was faced, as were all state agencies, with shrinking budgets and was unable to fund this project. The State Department of Public Instruction also has a policy of not sponsoring a project it does not fund and therefore control. In addressing this aspect of the problem of nonresponse, I was successful in obtaining a letter from Mr. Calvin Davis,

Chairman of the Board of Directors of the Governor's School, written on Governor's School stationery. A copy of this letter appears in Appendix A. This limited endorsement was appreciated and meant much to this study. The Division of Exceptional Children reported that it gets almost 100% response from their mailings to superintendents. It was hoped that this researcher would closely duplicate that response rate from superintendents.

Population and Sample Design

Population. The population of this study consisted of all of the Governor's School students who completed the summer sessions from 1963 through 1981. The population was stratified by year of attendance at the Governor's School, and within years, the population was stratified by area: academic or performing arts. Within area, the population was stratified by subject: humanities, English, French, Spanish and Latin, natural science, mathematics, social science, dance, drama, art, choral music, and instrumental music. Proportional allocation was used to designate the number of units to be sampled from each stratum. Random sampling within strata was used to select the specific units sampled.

Sampling frame. The sampling frame, stratified by year attending the Governor's School and by Area I designation, is summarized in Table 2. The Governor's School administrators made available to the researcher

Table 2

Population Stratified, by Year Attending Governor's School
and by Area I Designation

Year	Academic							Performing Arts								Total
	English	French	Spanish *Latin	Natural Science	Mathe- matics	Social Science	Sub Total	Dance	Drama	Art	Choral Music	Orches- tra	Piano	Other	Sub Total	
1963	50	28	0	51	34	55	218	35	27	18	41	52	5	0	178	396
1964	51	26	0	53	37	44	211	20	26	17	43	46	9	0	161	372
1965	48	24	0	54	39	50	215	19	25	14	48	50	8	24	188	403
1966	53	20	10*	45	37	48	213	23	27	20	51	53	8	0	182	395
1967	51	29	0	51	47	41	219	22	25	21	50	44	0	0	162	381
1968	55	24	0	46	49	44	218	17	26	18	52	48	0	0	161	379
1969**	(-	-	** No	Directory	Available	-	-	-	-	-	-	-	-	-	-	-)
1970	48	30	0	47	50	47	222	19	25	19	52	48	6	0	169	391
	356	181	10*	347	293	329	1,516	155	181	127	337	341	36	24	1,201	2,717
1971	49	27	0	48	49	48	221	20	25	19	49	54	0	0	167	388
1972	49	28	0	49	50	46	222	20	25	20	50	53	0	0	168	390
1973	45	30	0	50	54	46	225	16	24	21	54	51	0	0	166	391
1974	48	30	0	51	51	51	231	20	23	21	46	51	0	0	161	392
1975	52	8	0	50	94	21	225	20	25	25	20	48	30	0	168	393
	243	123	0	248	298	212	1,124	96	122	106	219	257	30	0	830	1,954
1976	45	26	0	49	49	44	213	20	22	17	51	43	0	0	153	366
1977	37	6	8	54	94	24	223	19	25	19	47	55	0	0	165	388
	82	32	8	103	143	68	436	39	47	36	98	98	0	0	318	754
1978 W	48	0	10	48	103	25	234	20	25	20	43	55	0	0	163	397
1978 E***	(-	*** Area I	Designation	Not	Available	-	-	-	-	-	-	-	-	-	-	198
1979 W	45	0	8	65	100	27	245	20	25	20	40	46	0	0	151	355
1979 E***	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	393
																1,384
1980 W	28	0	10	72	88	31	229	19	24	20	43	61	0	0	167	396
1980 E***	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	399
1981 W	50	0	8	68	91	30	247	20	25	20	38	47	0	0	150	397
1981 E***	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	401
																1,593
Total																8,402

mimeographed lists of students who completed the summer sessions. These lists contained each student's name, address while attending the Governor's School, and in most cases, Area I concentration for which the student had been selected to attend the Governor's School. The Area I concentration was not part of the Governor's School East listings. There was no additional information available (i.e., the researcher would not assume to know either sex or ethnic origin, given the student's name.).

Pilot study, Phase One. This study was conducted in two phases. Phase One was a pilot study to verify the adequacy of the sampling frame, to test the adequacy of the questionnaire, and to try out the planned procedures for analysis of data. The sampling frame consisted of the lists of Governor's School students who remained at the end of each session. The only available addresses for students were the home addresses of the students for the summer they attended the Governor's School. Difficulty in finding these former Governor's School students was a major concern, as was the expected response rate for the main study. Additional areas of concern included clarity of individual item response formats, clarity of the instructions for completing the questionnaires, length of the questionnaire, and editing procedures. The items omitted and the frequency of these omissions in the pilot study were valuable data to have as the editing procedures for the main survey were revised.

A sample of 219 students was drawn from the population for the pilot study. The respondents to the pilot study reported that the questionnaire items were clear and that the questionnaire, which at first seemed long, took them between 10 and 20 minutes to complete. Several reported that they enjoyed responding to the questionnaire items as it brought back such pleasant memories. Others reported that the time lapse since their attendance at the Governor's School made it difficult to respond to certain areas of the questionnaire. Very few items were omitted.

Main study, Phase Two. The main study, Phase Two, was made up of two elements. Part One was a mail survey to a sample of 1,019 former Governor's School participants drawn from the population using stratified random sampling with proportional allocation to strata. Part Two was a mail survey to all North Carolina Public School Superintendents (approximately 143).

Sample size. The required sample size, using proportional allocation, was determined using formula 4.18 in Sampling in Education (Jaeger, 1970, p. 82). Table 3 indicates the sample of former students chosen for the pilot study and the main study, stratified by year attending the Governor's School and proportionally allocated by academic and performing arts areas of concentration.

Table 3

Random Sample, Stratified by Year Attending the
Governor's School and Proportionally Allocated by
Major Area (Academic and Performing Arts)

Year	Pilot Study			Main Study		
	Academic	Performing Arts	Total	Academic	Performing Arts	Total
63-70	42	32	74	184	148	332
71-75	30	20	50	136	100	236
76-77	12	8	20	53	39	92
78-79E	15E			71E		
78-79W	12W	8W	35	58W	38W	167
80-81E	20E			96E		
80-81W	12W	8W	40	58W	38W	192
Total	108 (35E)	76	219	489 (167E)	336	1,019

Academic = 597
East = 202
Performing arts = 439
Total = 1,238

Two hundred nineteen questionnaires were mailed during the pilot study and 1,019 questionnaires were mailed during the main study. Therefore a total of 1,238 questionnaires were mailed to former students of the Governor's School as indicated in Table 3. Forty-two questionnaires were returned as nondeliverable from the pilot study and 175 questionnaires were returned as nondeliverable from the main study, for a total of 217 questionnaires returned as

nondeliverable. The addresses used were the original addresses from the students when they attended the Governor's School from 1963 through 1981. Six hundred sixty-six former students responded to the survey; the overall response rate was 65.2 percent of possible respondents.

Table 4 was constructed by combining the sample from the pilot study and the sample from the main study, stratified by year attending the Governor's School and proportionally allocated by Area I concentration (Academic

Table 4

Sample of Students, Stratified by Year Attending the Governor's School, Proportionally Allocated by Area I Concentration (Academic and Performing Arts)

Year	Academic		Performing Arts		Totals	
	Number	%**	Number	%**	Number	%**
1963-1970	226	18.3	180	14.5	406	32.8
1971-1975	166	13.4	120	9.7	286	23.1
1976-1977	65	5.3	47	3.8	112	9.0
1978-1979 East*					86	6.0
1978-1979 West	70	5.7	46	3.7	116	9.4
1980-1981 East*					116	9.4
1980-1981 West	70	5.7	46	3.7	116	9.4
Totals	579	48.2	439	35.5	1,238	100.0

*No Area I designation available for Governor's School East

**Percentage of total sample

and Performing Arts), as reported in Table 3, and computing the percentage of the total sample for each cell.

Characteristics of potential respondents. A table of potential respondents, Table 5, was constructed by subtracting the number of questionnaires returned as nondeliverable from the size of the original sample in each cell. A card file was maintained so that this was easily accomplished. Of the 1,021 potential respondents, 507 or 49.7% participated in the academic Area I concentration and

Table 5

Potential Respondents, Stratified by Year Attending the Governor's School and Proportionally Allocated by Area I Concentration (Academic and Performing Arts)

Year	Academic		Performing Arts		Totals	
	Number	%**	Number	%**	Number	%**
1963-1970	175	17.1	109	10.7	284	27.8
1971-1975	138	13.5	88	8.6	226	22.1
1976-1977	59	5.8	38	3.7	97	9.5
1978-1979 East*					83	8.1
1978-1979 West	68	6.7	40	3.9	108	10.6
1980-1981 East*					111	10.9
1980-1981 West	67	6.6	45	4.4	112	11.0
Totals	507	49.7	320	31.3	1,021	100.0

*No Area I designation available for Governor's School East

**Percentage of all potential respondents

320 or 31.3% participated in the performing arts Area I concentration. No Area I designation was listed on the sampling frame for Governor's School East. It was therefore impossible to determine the Area I concentration for these 194 students (19.0% of the sample).

Area I concentration at the Governor's School. Table 6 represents the responses of the former Governor's School

Table 6

Number and Percentage Responding, by Area I Concentration
at the Governor's School

Area I Concentration	Number	Percentage*
Art	26	3.9
Choral music	79	11.9
Drama	37	5.6
English	84	12.6
French	22	3.3
Instrumental music	69	10.4
Mathematics	143	21.5
Modern dance	29	4.4
Natural science	102	15.3
Social science	65	9.8
Spanish	4	.6
Other	3	.5
No response	3	.5
Total	666	100.0

*Percentage of the total respondents

students to the question, "What was your Area I concentration at the Governor's School?"

Of the 666 respondents, 663 responded to the question, "What was your 'Area I' concentration at the Governor's School?" as reported in Table 7. Almost twice as many, 423 (63.5%) reported that their area of concentration was academic, while 240 (36.0%) reported that their area of concentration was in performing arts.

Table 7

Number and Percentage of Respondents, by Area I Concentration (Performing Arts or Academic) at the Governor's School

Area I Concentration	Number	Percentage*
Academic	423	63.5
Performing arts	240	36.0
No response	3	.5
Total	666	100.0

*Percentage of total respondents

Year attending the Governor's School. Of the 666 respondents, reported in Table 8, 663 students responded to the question, "What year did you attend the Governor's School?" When stratified by year, the respondents appear to be representative of the population available. If the stratum 1978-1979 East and 1978-1979 West are combined, the total is 20.1% and if the stratum 1980-1981 East and

1980-1981 West are combined, the total is 23.5% both of which closely approximate the population percentages: stratum 1963-1970 of 24.5% and stratum 1971-1975 of 22.1%. The stratum 1976-1977 covers a much smaller time frame and has a much smaller population from which to draw.

Table 8

Number and Percentage of Respondents, by Year They Attended the Governor's School

Year	Academic		Performing Arts		Totals	
	Number	%**	Number	%**	Number	%**
1963-1970	109	16.5	54	8.2	163	24.5
1971-1975	91	13.7	55	8.3	147	22.1
1976-1977	43	6.5	20	3.0	63	9.5
1978-1979 East*	33	5.5	23	3.5	56	8.4
1978-1979 West	46	6.9	32	4.8	78	11.7
1980-1981 East*	52	7.9	29	4.4	81	12.2
1980-1981 West	49	7.4	26	3.9	75	11.3
No response					3	.3
Totals	423	63.9	239	36.1	666	100.0

*Percentage of the total sample

Comparisons of size of samples. Expected numbers of respondents were derived for each cell of the stratification by multiplying each individual sample cell size by the ratio of the total respondents to the total

sample selected. This adjusted the sample to reflect the nonrespondents as shown in Table 9. The χ^2 "goodness of fit" test was used to determine whether the distribution of respondents differed from the sample originally selected. The $\chi^2 = 12.1402$ with 9 degrees of freedom was not significant at the .05 level which has a critical value of 16.92, nor was it significant at the .10 level which has a critical value of 14.68. Under-representation of respondents in the early years from the remainder of the sample was not significant. Also the sample does not differ significantly from the population in terms of percentages of respondents by Area I, and respondents who were assigned to Governor's School East. The actual numbers of respondents did not differ significantly from the expected numbers of respondents; therefore, the result is a "good" fit of students responding to the survey as compared to the random sample stratified by year attending the Governor's School and proportionally allocated to their Area I concentration (performing arts or academic) at the Governor's School.

Grade level while attending the Governor's School. Of 666 students responding to the question, "What was your high school grade level at the time you attended the Governor's School?," 181 or 27.3% responded that they were rising juniors and 481 or 72.7% responded that they were rising seniors as shown in Table 10. This reflects a

Table 9

Comparison of Size of Sample, Potential Respondents,
Expected Respondents, and Respondents, Stratified by Year
and Proportionally Allocated, by Area I Concentration

Samples	Academic		Performing Arts		Totals	
	Number	%**	Number	%**	Number	%**
1963-1970						
Sample	226	18.3	180	14.5	406	32.8
Potential resp	175	17.1	109	10.7	284	27.8
Expected resp***	122	18.3	97	14.5	218	32.8
Respondents	109	16.5	54	8.2	163	24.5
1971-1975						
Sample	166	13.4	120	9.7	286	23.1
Potential resp	138	13.5	88	8.6	226	22.1
Expected resp***	89	13.4	65	9.7	154	23.1
Respondents	91	13.7	55	8.3	147	22.1
1976-1977						
Sample	65	5.3	47	3.8	112	9.0
Potential resp	59	5.8	38	3.7	97	9.5
Expected resp***	35	5.3	25	3.8	60	9.0
Respondents	43	6.5	20	3.0	63	9.5
1978-1979 East*						
Sample					86	6.0
Potential resp					83	8.1
Expected resp***					46	6.0
Respondents	33	5.5	23	3.5	56	8.4
1978-1979 West						
Sample	70	5.7	46	3.7	116	9.4
Potential resp	68	6.7	40	3.9	108	10.6
Expected resp***	38	5.7	25	3.7	62	9.4
Respondents	46	6.9	32	4.8	78	11.7
1980-1981 East*						
Sample					116	9.4
Potential resp					111	10.9
Expected resp***					62	9.4
Respondents	52	7.9	29	4.4	81	12.2
1980-1981 West						
Sample	70	5.7	46	3.7	116	9.4
Potential resp	67	6.6	45	4.4	112	11.0
Expected resp***	38	5.7	25	3.7	62	9.4
Respondents	49	7.4	26	3.9	75	11.3

*No Area I designation available for Governor's School East

**Percentage of total sample

***Proportional allocation of respondents to sample

student body made up of almost three seniors to each junior.

Table 10

Number and Percentage of Respondents, by Grade Level
While Attending the Governor's School

Grade Level	Number	Percentage*
Rising junior	181	27.2
Rising senior	481	72.2
No response	4	.6
Total	666	100.0

*Percentage of total respondents

Sex. Of the 666 students responding to the question, "What is your sex?," an almost equal sample of 315 (47.5%) responded male and 348 (52.5%) responded female, as illustrated in Table 11.

Table 11

Number and Percentage of Respondents, by Sex

Sex	Number	Percentage*
Male	315	47.3
Female	348	52.3
No response	3	.5
Total	666	100.0

*Percentage of total respondents

Ethnic origin. Of the 666 students responding to the question, "What is your ethnic origin?," 569 or 85.7% responded White (not Hispanic Origin), 72 or 10.8% responded Black (not Hispanic Origin), 5 or 0.8% responded Hispanic, 5 or 0.8% responded American Indian or Alaskan Native, 10 or 1.5% responded Asian or Pacific Islander, and 3 or 0.5% responded Other (See Table 12.). The vast majority of respondents, 569 (85.7%), reported they were White and 95 (14.3%) reported they were members of a minority group.

Table 12

Number and Percentage of Respondents, by Ethnic Origin

Ethnic Origin	Number	%*
White (not Hispanic)	569	85.4
Black (not Hispanic)	72	10.8
Hispanic	5	.8
American Indian or Alaskan Native	5	.8
Asian or Pacific Islander	10	1.5
Other	3	.5
No response	2	.3
Total	666	100.0

*Percentage of total respondents

Survey Management

Student questionnaire. The Governor's School Survey of Former Students questionnaires were delivered via U. S.

mail to the residences of former students designated as part of the sample, using the procedures listed in the Sample Design section above. The questionnaires were returned to the researcher along with a postcard bearing the name of each respondent. As the questionnaires were returned, a record of the daily returns was kept and each questionnaire was coded with the date of return in order to differentiate early respondents from late respondents for possible analysis. Names on the returned postcards were matched with names from the master list of the sample. If questionnaires were returned without a postcard, an attempt was made to identify the respondent by matching demographic data on the returned questionnaire to names on the master list.

A careful account was kept of the total number of questionnaires sent, the number delivered, the number returned as "nondeliverable," the number of respondents, the number of nonrespondents, and the number of usable questionnaires.

Twelve days after the initial mailing of questionnaires, a list of nonrespondents was made and a postcard encouraging the return of the questionnaire within two days was sent to each nonrespondent. Additional questionnaires were sent as needed. Demographic variables for the respondents were compared to known demographic

variables for the general target population in order to assess the ability to generalize the results.

Superintendent questionnaire. The Governor's School Survey of Superintendents questionnaire was delivered via U. S. mail to the office of the superintendent in each local educational agency (LEA) in the State of North Carolina. The questionnaire was returned to the researcher along with a postcard bearing the name of each respondent and the name of his/her LEA. The name of the LEA was important in the event the superintendent designated someone else to complete the questionnaire. As the questionnaires were returned, a record of the daily returns was kept and each questionnaire was coded with the date of return in order to differentiate early respondents from late respondents for possible analysis. Names on the returned postcards were matched with names from the master list of the sample. If questionnaires were returned without a postcard, no demographic data were available to allow matching the returned questionnaire to names on the master list.

A careful account was kept of the total number of questionnaires sent, the number delivered, the number returned as "nondeliverable," the number of respondents, the number of nonrespondents, and the number of usable questionnaires.

Twelve days after the initial mailing of questionnaires, a list of nonrespondents was made and a postcard encouraging the return of the questionnaire within two days was sent to each nonrespondent. Additional questionnaires were sent as needed.

Analysis of the Data

Statistical Analysis. In order to answer the research questions, two types of analysis were performed on the data obtained. Descriptive information about specific demographic characteristics of the individuals included in the sample was assembled. The nature of relationships between selected elements of the questionnaire responses were examined. Tests of statistical significance were performed when necessary to evaluate the apparent patterns. A significance level of $\alpha = .05$ was used in all such analysis. Also, unless otherwise specified, all data analysis was performed using the Statistical Package for the Social Sciences X (SPSS-X).

Responses to questionnaire items presented in the form of five-point Likert-type scales were analyzed as interval or nominal data depending on the question to be answered. Values on items presented as negative statements were reversed prior to analysis. Demographic data provided by the respondents were treated as categorical variables. An index of general effect of the Governor's School was determined for each respondent by summing the ten items in

Section B: Effect of the Governor's School (Questions 10 - 18) on the questionnaire and computing the mean. Similar indices of general satisfaction with the Governor's School Program, Section D: Area I (Questions 21 - 32) and Area II (Questions 33 - 45) were formed. Each of these indices was determined for each respondent and summarized for the sample. Medians, means, variances, standard deviations, and standard errors were computed for each index.

Respondents were categorized according to mean response to the ten items regarding general level of effect of the Governor's School. This classification was crossed with each demographic variable separately, and the frequency and proportion of respondents in each cell was determined. Each cross tabulation was evaluated by calculation of a χ^2 statistic. Any variables not found to be statistically independent were further evaluated.

Editing Specifications. Upon receipt, each questionnaire was assigned an ID number, as per coding specifications. Receipt of each questionnaire was recorded according to the stratification variables (year and area). This information provided a running tally of the response rate.

Two types of response errors were of primary concern to the researcher as she edited the returned questionnaires. The first error was that of omissions -- the failure to select any response. The second error was

that of double marking -- selecting more than one response per item scale unless asked to mark "all that apply". In both instances, data were coded as missing. There were few errors of this type encountered in this study. A third error was that of out-of-range codes -- a mistake while entering data in the computer. In these cases, the researcher recoded the question from the original questionnaire.

No attempt to correct for inconsistencies of responses across items was made, due to the attitudinal nature of the questionnaire. Accuracy of information provided was a concern only with regard to the demographic and factual items. The anonymity of the respondents prohibited a complete evaluation of individual questionnaires for accuracy. Demographic information was checked against the sampling frame to ensure that the appropriate number of questionnaires was returned by year and area. Additionally, some factual items were checked for accuracy (e.g., a person did not take French after 1977 or Spanish before 1978).

Coding Specifications. After a questionnaire was edited for completeness, accuracy, and consistency, the responses were coded on each questionnaire in preparation for entering data to the computer. Each questionnaire was given an ID number based on the date of return (e.g., ID number 50406 would indicate that the questionnaire was

received on the fifth month, fourth day, and was the sixth questionnaire processed that day). This ID number was used for filing purposes as well as coding purposes. (The receipt of each questionnaire was noted according to year and area on a master list developed from the sampling frame.) Coding assigned alpha/numeric values to all item responses. Categorical data such as demographic data were coded with a "1" for choice 1, a "2" for choice 2, etc., an "A" for choice 10, "B" for choice 11, etc. Items omitted were given a special code. All other scale items were coded with values between 1 and 6 as indicated on the questionnaire. Negatively worded items were recoded prior to computation of statistics.

Crosswalk

A crosswalk is a document that relates research questions, the questionnaire, and the plan for analysis and presentation of data. The crosswalk that follows was revised following the pilot study to reflect changes in plans for statistical analysis and presentation and changes in survey objectives and/or questionnaires.

The crosswalk is read as in the following example: The data collected from Questionnaire Item 9 ("What is your current profession or occupation?") are used to fill in Tables 52 - 61 (Number and Percentage of Former Governor's School students's current profession or occupation crossed by demographic data) and partially answers Research

Crosswalk

Governor's School Survey of Former Students

Question Number	Table Number	Research Questions
1	14, 22 - 31	I, II
2	15	I
3	16, 32 - 41	I, II
4	17	I
5	18, 42 - 51	I, II
6	-----	I
7	19	I
8	20	I
9	21, 52 - 61	I, II
10 - 18	62 - 83	III, IV
19	84 - 92	V
20	93 - 101	V
21 - 32	102	VI
33 - 44	103	VI
45	104	VI
46	105	VI
47	106	VI
48	107 - 116	VII
49	117	VII
50	118 - 127	VII
51	128	VIII
52	129	VIII
53	130	VIII
54 - 62	22 - 61, 64 - 101	II, IV, VIII
	108- 116, 119 - 127	
	131 - 134	

Governor's School Survey of Superintendents

1	135	IX
2	136	IX
3 - 5	137	IX
6	138	X
7	139	XI
8	140	XI
9	141	XI
10	142	XII
11	143	XII
12	144	XII
13 - 17	145	XII

Questions I and II ("What are the accomplishments of the Former Governor's School students?" and "Do these accomplishments form a pattern when grouped by the following demographic characteristics?"). The demographic data needed to complete these analyses are collected through other questionnaire items.

CHAPTER IV

RESULTS AND INTERPRETATION

Introduction

Implications. This study is intended to determine the impact of the Governor's School of North Carolina on the state of North Carolina and the value of its program as it contributes to the productivity and accomplishments of its graduates. The purpose of this study was to facilitate institutional planning and development, with implications for organizational change. The curriculum components perceived by former Governor's School students as important and useful should affect curriculum decisions about content and delivery of services to gifted and talented students.

The researcher sought to determine whether or not former students perceived that the Governor's School made a difference in preparing them for the twentieth century (Lewis, 1969, p. 5). Program content and methodology were evaluated by using as data the perceived outcomes and preferences of former students. The researcher also sought to determine whether or not graduates of the North Carolina Governor's School have remained in North Carolina where they may exert a positive impact.

Organization. This chapter is organized around both the research questions and the questionnaire items. The

major sections address the research questions which were listed in Chapter I and more fully outlined in Chapter III. The subsections follow the questionnaire items from which data were collected to answer the research questions. Important details are highlighted and all data collected are presented in tables. The discussion of each research question ends with a summary of major findings. After all research questions are presented individually, the final major section combines the research questions which were asked of both students and superintendents. Thus their answers can be compared.

What Are the Accomplishments of the Former Governor's School Students?

This section of the questionnaire sought to determine the accomplishments of former Governor's School students in the areas of education, special awards, publications, and current profession or occupation.

Intentions of students graduating from North Carolina High Schools. From 1965 to 1981 the number of North Carolina students graduating from high school has risen from 67,401 to 70,168 per year (North Carolina Department of Public Education, 1975, 1979, 1982), as shown in Table 13. During this time period the percentage of these students enrolling in senior colleges has risen from 30.8% to 33.2%. In the late 1960's the percentage of students enrolling in senior colleges fell to a low of 27.8%.

Table 13

Number and Percentage of Students Graduating from High School in North Carolina Indicating Their Intentions -- a Seventeen-year History

Year	Number of High School Graduates	Percentage of Graduates Intending to Enter					
		Senior College	Other Post Secondary Schools	Total Post Secondary Education	Mili- tary Service	Employ- ment	All Others
1965	67,401	30.8	21.0	51.8	3.8	28.9	15.5
1966	66,181	29.4	23.7	53.1	4.3	29.5	13.1
1967	65,009	28.0	23.7	51.7	4.9	30.9	12.5
1968	64,677	27.8	26.4	54.2	4.5	29.4	11.9
1969	67,287	30.0	27.7	57.7	3.8	28.8	9.7
1970	67,564	31.4	27.6	59.0	3.1	26.4	11.5
1971	68,821	30.1	28.5	58.6	3.4	26.1	11.9
1972	70,242	30.9	27.3	58.2	3.9	28.1	9.8
1973	69,322	29.1	26.8	55.9	4.2	31.6	8.3
1974	69,062	31.1	25.7	56.8	4.8	31.2	7.2
1975	70,094	31.8	28.4	60.2	5.1	27.2	7.5
1976	70,498	31.6	27.0	58.6	5.4	27.7	8.3
1977	71,146	31.4	27.3	58.7	5.7	27.5	8.1
1978	70,953	31.8	27.7	59.5	5.4	27.0	8.1
1979	72,464	32.5	27.5	60.0	5.3	27.1	7.6
1980	70,862	32.6	28.7	61.3	5.7	25.4	6.6
1981	70,168	33.2	30.6	63.8	6.7	23.4	6.1

(N.C. Dept. of Public Educ., 1975, 1979, 1982)

During the same period from 1965 to 1981, the percentage of students enrolling in other postsecondary schools was also on the rise, from a low of 21.0% in 1965 to 30.6% in 1981. The total percentage of students enrolling in postsecondary education has risen from 51.8% in 1965 to 63.8% in 1981. The percentage of students entering military service has risen from 3.8% in 1965 to 6.7% in 1981. The percentage of students seeking employment with no immediate plans for further formal education has fallen from 28.9% in 1965 to 23.4% in 1981. The percentage of all others for which no information was known has fallen from 15.5% in 1965 to 6.1% in 1981. These figures can be contrasted with the plans and achievements of graduates of the Governor's School of North Carolina. These former students have been, and continue to be, students.

Highest academic level attained to date. In response to the question "What is the highest level academic diploma/degree/certificate you have attained?" only 21 former students (3.2%) indicated that they had not completed high school at the time they were completing this survey (see Table 14). Several students indicated in writing on the questionnaire that they had entered higher education early without receiving their high school diploma while several other students indicated that they would receive their high school diploma soon after returning this questionnaire. Two hundred sixty students (39.0%)

Table 14

Number and Percentage of Former Governor's School Students
Indicating Their Highest Academic Level Attained

Academic Level	Number	Percentage*
None	21	3.2
High school diploma	260	39.0
Certificate	2	.3
License	3	.5
Vocational 2 years or more	4	.6
Academic (2 years)	8	1.2
Bachelor's degree	237	35.6
Master's degree	64	9.6
Six year degree	3	.5
PhD or equivalent	8	1.2
MD, LLB, DD, etc.	39	5.9
Other	16	2.4
No response	1	.2
Total	666	100.0

*Percentage of total sample

responded that they had received their high school diploma. Two hundred thirty-seven students (35.6%) responded that they had received a four-year or five-year college bachelor's degree or equivalent and 64 students (9.6%) responded that they and received a master's degree. Seventeen students (2.6%) responded that they had received

more than a high school diploma but less than a bachelor's degree while a much larger number, 50 students (7.4%), indicated that they had received a degree beyond the master's degree.

Presently enrolled in a formal educational program.

Three hundred ninety-eight or 59.8% former Governor's School students indicated that they were presently enrolled in a formal education program as shown in Table 15.

Table 15

Number and Percentage of Former Governor's School Students
Presently Enrolled in Formal Education

Enrolled	Number	Percentage*
Yes	398	59.8
No	266	39.9
No response	2	.3
Total	666	100.0

*Percentage of total sample

Educational program enrolled in presently. If students responded "no" to the previous question, they were instructed on the questionnaire to skip this question. This explains the large nonresponse rate shown in Table 16. Of the 398 students who responded "yes" to Question 2, 394 responded to Question 3 as follows: 33 or 5.1% responded that they were enrolled in an educational program which

would result in less than a bachelor's degree, 254 or 38.1% were enrolled in a college degree (four-year or five-year degree) program, and 82 or 12.4% were enrolled in a program that would result in a degree beyond the bachelor's level.

Table 16

Number and Percentage of Former Governor's School
Students Indicating the Educational Program
in Which They are Presently Enrolled

Educational Program	Number	Percentage*
High school	14	2.1
Vocational less than 2 years	1	.2
College not 2 years	3	.5
College over 2 years	15	2.3
College degree	254	38.1
Master's or equivalent	48	7.2
Six year degree	1	.2
PhD or equivalent	33	5.0
Other	25	3.8
No Response	272	40.8
Total	666	100.0

*Percentage of total sample

Future plans to enroll in a formal educational program. Four hundred thirty-one or 64.7% of the students responding indicated that they planned to enroll in

additional formal educational programs in the future as seen in Table 17.

Table 17

Number and Percentage of Former Governor's School Students Who Plan to Pursue Future Formal Education

Future Plans	Number	Percentage*
Yes	431	64.7
No	224	33.6
No response	11	1.7
Total	666	100.0

*Percentage of total sample

Educational programs for the future. If students responded "no" to the question on future formal educational plans, they were instructed on the questionnaire to skip this questionnaire item. This explains the high nonresponse rate for this item shown in Table 18. Of the 431 students who responded "yes" to Question 4, 427 responded to Question 5 as follows: 54 students or 8.4% indicated that they planned to enroll in an educational program that would result in a bachelor's degree or less, 204 students or 30.6% indicated that they planned to enroll in a college program that will result in a master's degree or equivalent, and 134 students or 20.1% indicated that they planned to enroll in a program that would result in a degree beyond the master's level.

Table 18

Number and Percentage of Former Governor's School Students
and Their Highest Level Educational Plans for the Future

Educational Plans	Number	Percentage*
Vocational less than 2 years	8	1.2
Vocational 2 years or more	4	.6
College not 2 years	7	1.1
College over 2 years	5	.8
College degree	30	4.5
Master's or equivalent	204	30.6
Six year degree	2	.3
PhD or equivalent	132	19.8
Other	35	5.3
No Response	239	35.9
Total	666	100.0

*Percentage of total sample

Honors, scholarships, and special awards. The students were asked to list all of the honors, scholarships, and special awards they had received since they had attended the Governor's School. Following is a representative listing of these honors, scholarships, and special awards, as reported by former Governor's School students, with honors categorized as local, regional, state, and national. The students who responded to these four categories reported far too many honors to give a

complete listing. No attempt was made to place these awards in any hierarchical order. The range of responses indicate that the former Governor's School students had a wide variety of interests and talents.

Local. National Honor Society, Valedictorian, Salutatorian, various senior awards in high school for different subjects and extracurricular activities (Outstanding Musicianship Award, Biology Award, History Award, English Award, Typing & Communication Award, 2nd place "Voice of Democracy" oratorical contest, All-Area Athletic and Academic Team, Student of the Month, MVP Basketball, MVP Cheerleading, etc.), Morehead Scholarship nominee, Student Government President, Runner-up Junior Miss Contest, 4-H Awards, Junior Achievement Outstanding Achiever, Member of Quiz Bowl Team, Chief Marshall for graduation, Homecoming candidate, Junior Woman's Club Scholarship, Class Superlative "Most Likely to Succeed", Beta Club, Civitan Citizenship Award, Yearbook Editor, DAR Good Citizen, President of Senior Class.

Regional. All-State Band (Central District), Gold Key National Scholastic Awards (Art), All-conference EIC (soccer), All-conference Eastern Regionals, First Annual Singing Christmas Tree at Wingate College, Safe Bus Driver Award, High School Scholar at Smithsonian, 4-H Awards District Winner, 1st place N.C. Junior Academy of Sciences for Science project in Advanced Category at District Level,

Jabberwock participant, District Morehead Nominee, Women's Club Scholarship, Quiz Bowl Team District Winner, East/West All-Star Game.

State. Angier B. Duke Scholarship, Terry Sanford Scholarship (School of the Arts), Vittorio Gianmini Scholarship (School of the Arts), Scholarship to St. Andrews Presbyterian College, R. J. Reynolds Scholarship, Paul R. Meyer Award in Biology (VMI), N.C. State University Merit Scholarship, 4-H Awards State Winner, North Carolina Association of Student Councils Convention, Miss National Teenager State Finalist, James M. Johnston Scholarship, 1st place N.C. Junior Academy of Science at state competitions, Governor's Page, George Foster Hankins Scholarship, A. J. Fletcher Opera Foundation Scholarship, State Junior Classical League President, P. L. Brown Scholarship, John Wicell Memorial Scholarship, Hubert V. Park Scholarship, Pi Mu Epsilon Member (Honorary Fraternity for Math/Science majors), Phi Kappa Phi, Magna Cum Laude Graduate, Sperry & Hutchinson Scholarship, Rainey Opera Scholarship to the Cleveland Institute of Music, Music Scholarships to ASU and University of Alabama, N.C. Veterans Scholarship, Phi Beta Kappa, Katherine Smith Reynolds Scholarship, Student Excellence Awards, J. M. Morehead Scholarship, Commissioner Pennsylvania Commission for Women, Award for Outstanding Original Research.

National. Honorable discharge from U.S. Army, "I Dare You Award," Beneuson Prize for study at Harvard, AAUW Director & Officer (Virginia and Florida), Norfolk, Virginia, Citizens Advisory Council, Director of Tidewater Virginia Junior Achievement, Phi Eta Sigma Honor Society, National Achievement Scholarship, Who's Who Among American High School Students, ITT Scholarship, STEP program participant, International Foreign Language Award, Distinguished Scholar Scholarship, National Merit Scholarship, Kappa Lambda National Music Honor Fraternity, Top 20 Sales Award (variety company), Winner of following national auditions: Caracas Symphony (Venezuela), Israel Philharmonic, NY String and Chamber Orchestra, National Orchestra of NYC, Juilliard Symphony Orchestra, Aspen Chamber Ensemble, Soloist Basel Radio Symphony (Basel, Switzerland), Winner of Young Solo Competition, Carnegie Hall Solo Recital, Harvard Freshman Scholarship, National 4-H winner, Outstanding Young Women of America, Law Students in Civil Rights Research Scholarship, Earl Warren Legal Scholarship, Fellowship American College of Surgeons Fellowship Southeastern Surgical Congress, Danforth Scholarship, Mead Johnson Scholarship, Civitan International Essay Contest, Freedom Foundation at Valley Forge Award, Smithsonian Predoctoral Fellowship Research grant from the American Museum of Natural History, Internship at Metropolitan Museum of Art.

Scholarly products completed. Many of the former Governor's School students have been writing, composing, publishing, and producing scholarly products, as summarized in Table 19. Two hundred twenty-eight former students responded that they had completed a variety of works. Sixty-nine or 30.3% of these 228 students responded that they had had at least one article published. Thirteen or 5.7% of these students had had at least one book published. Of these 13 students, 10 also had published articles and 4

Table 19

Number and Percentage of Former Governor's School Students
Indicating The Types of Scholarly Products They Have
Written, Composed, Published, or Produced

Scholarly Products	Number	Percentage*
Articles (published)	69	30.3
Books	13	5.7
Papers (published)	50	21.9
Musical scores	31	13.6
Individual performances of original work	44	19.3
Choreography	18	7.9
Paintings/prints	55	24.1
Discoveries/patents	3	1.3
Thesis/dissertation (article/book published)	14	6.1
Other	51	22.4

*Percentage of students (228 students) completing at least one scholarly product

had published papers. A total of 50 students (21.9%) had had at least one paper published. Thirty-one students or 13.6% had composed at least one musical score and 44 students or 19.3% had had at least one individual performance of original work. Eighteen students or 7.9% had completed one work of choreography. Fifty-five or 24.1% of these 228 students had completed at least one painting or print. Three students or 1.3% had made at least one discovery or received at least one patent. Fourteen or 6.1% of these 228 students had completed a thesis or dissertation which resulted in articles or books. Fifty-one or 22.4% of these students responded that they had completed other scholarly products such as short stories, poetry, plays, sculpture, unpublished research, undergraduate senior thesis, curriculum design, etc.

Scholarly products in process. At the time of the survey, 186 former Governor's School students indicated that they were in the process of writing, composing, publishing, producing, etc. a variety of scholarly products, as summarized in Table 20. Fifty-two former students (28.0%) indicated that they were writing at least one article for publication and 27 students (14.5%) indicated that they were writing at least one book for publication. Of this 27, 7 also indicated that they were writing articles for publication. Twenty-seven students (14.5%) indicated that they were writing at least one paper

Table 20

Number and Percentage of Former Governor's Schools Students
Indicating The Types of Scholarly Products They Are
Writing, Composing, Publishing, and Producing

Scholarly Products	Number	Percentage*
Articles (published)	52	28.0
Books	27	14.5
Papers (published)	27	14.5
Musical scores	21	11.3
Individual performances of original work	20	10.8
Choreography	10	5.4
Paintings/prints	35	18.8
Discoveries/patents	3	1.6
Thesis/dissertation	27	14.5
Other	42	22.6

*Percentage of students (186 students) presently producing scholarly products

for publication, 21 students (11.3%) indicated that they were composing at least one musical score, 20 students (10.8%) were preparing for individual performances of at least one original work, 10 students (5.4%) were in the process of choreographing at least one original work, 35 students (18.8) were painting and/or making at least one original print, 3 students (1.6%) were working on at least one discovery and/or patent, 27 students (14.5%) were writing theses and or dissertations, 42 students (22.6%)

indicated that they were working on at least one other scholarly product such as poetry, sculpture, curriculum design, etc.

Current profession or occupation. Responses to the question, "What is your current profession or occupation?" are shown in Table 21. Former students have been, and continue to be, students. Of these students 45.6% indicated Student as their current profession or occupation. The instruction to the part-time students who also work was to indicate the profession or occupation in which they were involved for the majority of their time. Only 11 former students, or 1.7%, indicated that they were not working at any job. No attempt was made to determine why they were not working. Homemaker or Housewife is recognized as a job and was a choice on this questionnaire, and therefore does not account for those indicating they were not working. Twenty-seven former students or 4.1% indicated Manager, Administrator (sales manager, office manager, school administrator, buyer, restaurant manager, government official). Eight former students or 1.2% indicated they were in the Military (career officer, enlisted man or woman in the Armed Forces). This is far below the intentions indicated for the general North Carolina high school graduate, as reported in Table 12 (North Carolina Department of Public Education Statistical Profiles). The range reported by the Department of Public

Table 21

Number and Percentage of Former Governor's School
Students' Current Profession or Occupation

Occupation	Number	Percentage*
Clerical	15	2.3
Craftsman	4	.6
Farmer, farm manager	4	.6
Homemaker, housewife only	11	1.7
Manager, administrator	27	4.1
Military	8	1.2
Operative	2	.3
Professional I	91	13.7
Professional II	73	11.0
Proprietor, owner	6	.9
Protective service	2	.3
Sales	15	2.3
School teacher	28	4.2
Service	9	1.4
Student	304	45.6
Technical	17	2.6
Not working	11	1.7
Other	34	5.1
No response	5	.8
Total	666	100.0

*Percentage of total

Education varied from 3.1% to 6.7% for the span of years from 1965 to 1982. Ninety-one former students or 13.7% indicated Professional I (accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher), 73 former students or 11.0% indicated Professional II (clergyman, dentist, physician, lawyer, scientist, college teacher). Three hundred fifty-seven respondents remain when those who report their current profession or occupation as "student" or "not working" are excluded; 25.5% of those 357 reported their current occupation as Professional I and 20.4% as Professional II. This 45.9%, classified as professional, is close to half of the respondents currently holding a full-time job other than student. The general population employed in North Carolina, who had completed twelve years or more of school, reported in 1980 that 5.6% were employed in occupations categorized as Professional I and 2.8% in occupations categorized as Professional II for a total of 8.4% of the general population who had completed twelve or more years of school (North Carolina State Data Center, Office of State Budget and Management, 1980). Twenty-eight former students (4.2%) indicated School Teacher (elementary or secondary) and only 124 former students (18.9%) indicated they held the remaining types of jobs.

Summary. This section sought to determine the accomplishments of former Governor's School students in the areas of education, special awards, publications, and current profession or occupation. In responding to the questionnaire, the majority of former students indicated that they have continued their education. Of the total sample, 58.8% of the former Governor's School students are presently involved in a formal education program, as indicated in Table 15. Of that 59.8%, 54.3% (Table 16) are presently enrolled in a four-year or longer college degree program. Of the 40.8% not presently enrolled in some educational program, 94.4% attended the Governor's School prior to 1978 and have completed most of their formal educational plans. A majority of the responding students (64.7%) indicated that they have additional formal educational plans (Table 17).. This response ranges from 43.2% of the respondents from the earliest stratum of years 1963-1970 to 86.2% in the latest stratum of years 1980-1981 East and West. Of this 64.7%, 50.7% (Table 18) plan to attain a master's or higher-level degree, with 19.8% planning to attain a PhD or its equivalent.

Former Governor's School students have won many awards and recognitions. Two hundred twenty-eight students indicated that they have completed writing, composing, publishing, and producing a variety of scholarly products, while 186 students indicate they were presently involved in

writing, composing, publishing, and producing a variety of scholarly products.

Of these students 45.6% indicated "Student" as their current profession or occupation. Almost half of the respondents who are no longer students are employed in a field classified as Professional I or Professional II. This is more than five times the percentage of the general North Carolina population who are employed in these categories and who have completed 12 or more years of school. Only 11 students or 1.7% (Table 21) indicated that they were not working.

Do These Accomplishments Form a Pattern When Grouped By Demographic Characteristics?

Introduction. This research question has been expanded and is better stated: "Do these accomplishments form a pattern when grouped by characteristics of students' participation in the Governor's School and by demographic factors?" The characteristics of participation include the Area I concentration for which the students were selected to attend the Governor's School, the year they attended the Governor's School, and their grade level -- rising junior or rising senior. The demographic factors include their sex, ethnic origin, and where these students live (past, present, and future plans).

Highest academic level attained to date by Area I concentration. The former Governor's School students

reported their Area I concentration while attending the Governor's School, as shown in Table 22. The row percentages by Area I concentration for the 260 students who reported that they had attained a high school diploma and for the 237 students who reported that they had attained a bachelor's degree very closely approximate the percentage of the total row percentages by Area I concentration.

Highest academic level attained to date by Area I concentration (performing arts or academic). There is little difference in the highest academic level attained by students by Area I concentration, when grouped by Performing Arts or Academic. The column percentages parallel each other as shown in Table 23. This table does show that there is a higher percentage in the academic concentration who have attained a master's degree and a much greater percentage who have attained an MD, LLB, DD, etc.

Highest academic level attained to date by year attending the Governor's School. Table 24 presents the pattern of degrees attained by year attending the Governor's School. It illustrates that the more recent Governor's School student has received a high school diploma only, while the older student has attained a more advanced degree.

Table 22

Number of Former Governor's School Students Indicating
Their Highest Academic Level Attained, by Area I
Concentration at the Governor's School

Academic Level	Art	Choral Music	Drama	English	French	Instrumental Music	Math	Modern Dance	Natural Science	Social Science	Spanish	Other	Total
None	2	4	1	2	0	4	6	0	2	0	0	0	21
High school diploma	11 (4.2)*	27 (10.4)*	14 (5.4)*	32 (12.3)*	5 (1.9)*	27 (10.4)*	65 (25.0)*	14 (5.4)*	44 (16.9)*	17 (6.5)*	3 (1.2)*	0 (0)*	260 (100.0)*
Certificate	0	1	0	0	0	0	0	1	0	0	0	0	2
License	1	0	0	0	0	0	1	0	1	0	0	0	3
Vocational (2 yrs or more)	0	0	1	0	0	1	1	0	1	0	0	0	4
Academic (2 years)	1	1	2	0	0	0	2	1	1	0	0	0	8
Bachelor's degree	9 (3.8)*	31 (13.1)*	11 (4.6)*	33 (13.9)*	8 (3.4)*	28 (11.8)*	44 (18.6)*	9 (3.8)*	31 (13.1)*	29 (12.2)*	1 (0.4)*	1 (0.4)*	237 (100.0)*
Master's degree	2	4	5	9	8	5	6	2	13	9	0	1	64
Six-year degree	0	2	0	0	0	0	1	0	0	0	0	0	3
PhD or equivalent	0	1	1	1	0	2	2	0	0	0	0	1	8
MD, LLR, DD, etc.	0	2	0	4	1	2	11	2	9	8	0	0	39
Other	0	6	2	3	0	0	3	0	0	2	0	0	16
No response	0	0	0	0	0	0	1	0	0	0	0	0	1
Total	26	79	37	84	22	69	143	29	102	65	4	3	666
	(3.9)**	(11.9)**	(5.6)**	(12.6)**	(3.3)**	(10.4)**	(21.5)**	(4.4)**	(15.3)**	(9.8)**	(0.6)**	(0.5)**	(100.0)**

*Row percentages

**Percentages of total

Table 23

Number and Percentage of Former Governor's School Students
Indicating Their Highest Academic Level Attained, by Area I
Concentration (Performing Arts or Academic)

Academic Level	Performing Arts		Academic		Total	
	Number	%*	Number	%*	Number	%*
None	11	4.6	10	2.4	21	3.2
H S diploma	93	38.8	166	39.2	259	39.1
Certificate	2	.8	0	0	2	.3
License	1	.4	2	.5	3	.5
Vocational (2 yrs)	2	.8	2	.5	4	.6
Academic (2 years)	5	2.1	3	.7	8	1.2
Bachelor's degree	88	36.7	147	34.8	235	35.4
Master's degree	18	7.5	46	10.9	64	9.7
Six-year degree	2	.8	1	.2	3	.5
PhD or equivalent	4	1.7	4	.9	8	1.2
MD, LLB, DD, etc.	6	2.5	33	7.8	39	5.9
Other	8	3.3	8	1.9	16	2.4
No response	0	0	1	.2	1	.2
Total	240	(36.2)**	423	(63.8)**	666	100.0

*Column percentage

**Percentage of total

Table 24

Number of Former Governor's School Students Indicating
Their Highest Academic Level Attained, by Year
Attending the Governor's School

Academic Level	1963 1970	1971 1975	1976 1977	1978 1979 East	1978 1979 West	1980 1981 East	1980 1981 West
None	1	0	0	4	1	7	8
H S Diploma	8	9	9	41	54	73	65
Certificate	0	1	0	0	0	0	1
License	0	1	1	0	1	0	0
Vocational (2 yr)	2	1	1	0	0	0	0
Academic (2 yr)	2	0	1	1	3	0	1
Bachelor's degree	69	95	45	8	18	0	0
Master's degree	37	22	5	0	0	0	0
Six-year degree	2	1	0	0	0	0	0
PhD or equivalent	7	1	0	0	0	0	0
MD, LLB, DD, etc.	27	11	0	1	0	0	0
Other	8	5	0	1	1	1	0
No response	0	0	1	0	0	0	0
Total	163	147	63	56	78	81	75

Highest academic level attained to date by grade level. The column percentages for both rising junior and rising senior closely approximate each other, especially if the numbers and percentages for "none" and "high school diploma" are combined in Table 25. This enables the rising

juniors (39.8%), who have not had time to graduate, to be considered with recent high school graduates and the older rising seniors (42.8%).

Table 25

Number and Percentage of Former Governor's School Students
Indicating Their Highest Academic Level Attained, by
Grade Level While Attending the Governor's School

Academic Level	Rising Junior		Rising Senior		Total	
	Number	%*	Number	%*	Number	%*
None	19	10.5	2	.4	21	3.2
High school diploma	53	29.3	206	42.8	259	39.1
Certificate	1	.6	1	.2	2	.3
License	2	1.1	1	.2	3	.5
Vocational (2 yrs)	1	.6	3	.6	4	.6
Academic (2 years)	2	1.1	6	1.2	8	1.2
Bachelor's degree	66	36.5	169	35.1	235	35.5
Master's degree	16	8.8	47	9.8	63	9.5
Six-year degree	0	0	3	.6	3	.5
PhD or equivalent	2	1.1	6	1.2	8	1.2
MD, LLB, DD, etc.	15	8.3	24	5.0	39	5.9
Other	4	2.2	12	2.5	16	2.4
No response	0	0	1	.2	1	.2
Total	181 (27.3)**		481 (72.7)**		662 100.0	

*Column percentage

**Percentage of total

Highest academic level attained to date by sex. Again the column percentages in Table 26 are very close to each other for male, female, and total. The one area that is different is that of "PhD or equivalent" where males have

Table 26

Number and Percentage of Former Governor's School Students
Indicating Their Highest Academic Level Attained, by Sex

Academic Level	Male		Female		Total	
	Number	%*	Number	%*	Number	%*
None	11	3.5	10	2.9	21	3.2
High school diploma	122	38.7	136	39.1	258	38.9
Certificate	1	.3	1	.3	2	.3
License	3	1.0	0	0	3	.5
Vocational (2 yrs)	2	.6	2	.6	4	.6
Academic (2 years)	2	.6	6	1.7	8	1.2
Bachelor's degree	104	33.0	132	37.9	236	35.6
Master's degree	29	9.2	35	10.1	64	9.7
Six-year degree	2	.6	1	.3	3	.5
PhD or equivalent	6	1.9	2	.6	8	1.2
MD, LLB, DD, etc.	27	8.6	12	3.4	39	5.9
Other	6	1.9	10	2.9	16	2.4
No response	0	0	1	.3	1	.2
Total	315	(47.5)**	348	(52.5)**	663	100.0

*Column percentage

**Percentage of total

attained more of these higher degrees. Both males and females have attained bachelor's or higher degrees but the males outnumber the females 33 to 14 at the level "PhD, MD, LLB, DD, etc".

Highest academic level attained to date by ethnic origin. To date, proportionally more white students have attained higher academic degrees. Students who responded that they belonged to a minority group have graduated from high school and many have gone on to pursue additional degrees, as shown in Table 27.

Highest academic level attained to date by where former Governor's School students now live. The academic level of respondents (Table 28) is generally unrelated to the overall pattern of where they now live.

Highest academic level to date by where former Governor's School students lived five years ago. Table 29 shows that five years ago 61.3% of the respondents lived in the community that nominated them for the Governor's School. This statement is heavily weighted by those students who are recent high school graduates. As the respondents attained higher degrees they moved from the community that nominated them for the Governor's School.

Highest academic level to date by mobility. As compared with five years ago, the respondents are continuing the trend to move from the community which nominated them for the Governor's School as they attained

Table 27

Number of Former Governor's School Students Indicating
Their Highest Academic Level Attained, by Ethnic Origin

Academic Level	White	Black	Hispanic	American Indian	Asian	Other
				Alaskan Native	Pacific Islander	
None	17	2	0	1	0	1
H S Diploma	212	35	2	4	5	1
Certificate	2	0	0	0	0	0
License	3	0	0	0	0	0
Vocational (2 yr)	3	1	0	0	0	0
Academic (2 yr)	7	0	1	0	0	0
Bachelor's degree	207	25	1	0	3	0
Master's degree	57	5	1	0	1	0
Six-year degree	3	0	0	0	0	0
PhD or equivalent	8	0	0	0	0	0
MD, LLB, DD, etc.	35	2	0	0	1	1
Other	14	2	0	0	0	0
No response	1	0	0	0	0	0
Total	569	72	5	5	10	3

Table 28

Number of Former Governor's School Students Indicating
Their Highest Academic Level Attained,
by Where They Now Live

Academic Level	Rural/ Farm Community	Small City not 50,000	Medium City 50,000- 100,000	Suburb Medium City	Large City 100,000- 500,000	Suburb Large City	Very Large Over 500,000	Suburb Very Large City	Military Base	Other	Response	Total
None	4	6	3	2	4	2	0	0	0	0	0	21
High school diploma	62 (23.8)*	97 (37.3)*	35 (13.5)*	15 (5.8)*	27 (10.4)*	11 (4.2)*	7 (2.7)*	1 (0.4)*	3 (1.2)*	1 (0.4)*	1 (0.4)*	260 (39.0)**
Certificate	0	2	0	0	0	0	0	0	0	0	0	2
License	0	1	0	0	2	0	0	0	0	0	0	3
Vocational (2 yrs or more)	2	0	0	0	1	0	1	0	0	0	0	4
Academic (2 years)	3	4	1	0	0	0	0	0	0	0	0	8
Bachelor's degree	49 (20.7)*	57 (24.1)*	32 (13.5)*	7 (3.0)*	42 (17.7)*	13 (4.2)*	17 (7.2)*	12 (5.1)*	4 (1.7)*	2 (0.8)*	2 (0.8)*	237 (35.6)**
Master's degree	9	17	5	2	16	2	7	3	1	1	1	64
Six-year degree	0	1	0	0	0	0	1	0	0	1	0	3
PhD or equivalent	0	1	0	3	1	0	2	0	0	1	0	8
MD, LLR, DD, etc.	4	12	3	1	11	1	3	4	0	0	0	39
Other	3	3	1	1	4	0	2	2	0	0	0	16
No response	1	0	0	0	0	0	0	0	0	0	0	1
Total	137 (20.6)**	201 (30.2)**	80 (12.0)**	31 (4.7)**	108 (16.2)**	29 (4.4)**	40 (6.0)**	22 (3.3)**	8 (1.2)**	6 (0.9)**	4 (0.6)**	666 (100.0)**

*Row percentages

**Percentages of total

Table 29

Number of Former Governor's School Students Indicating
Their Highest Academic Level Attained, by Where They
Lived Five Years Ago

Academic Level	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other
None	17	3	1	0	0
H S diploma	234	12	9	4	0
Certificate	2	0	0	0	0
License	3	0	0	0	0
Vocational (2 yrs)	2	1	1	0	0
Academic (2 years)	5	3	0	0	0
Bachelor's degree	120	75	34	3	3
Master's degree	11	29	22	1	0
Six-year degree	0	2	1	0	0
PhD or equivalent	0	4	2	2	0
MD, LLB, DD, etc.	6	17	15	1	0
Other	5	4	6	0	1
No response	1	0	0	0	0
Total	406	150	91	11	4
	(61.3)*	(22.7)*	(13.7)*	(1.7)*	(0.6)*

*Percentage of total

higher degrees. Some of this movement can be explained by the fact that some of those indicating that they live in a state other than North Carolina are enrolled in

institutions of higher education outside of North Carolina.

See Table 30.

Table 30

Number of Former Governor's School Students Indicating
Their Highest Academic Level Attained, by Mobility

Academic Level	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other
None	13	6	2	0	0
H S Diploma	156	63	28	0	12
Certificate	2	0	0	0	0
License	1	2	0	0	0
Vocational (2 yr)	0	2	2	0	0
Academic (2 yr)	4	3	1	0	0
Bachelor's degree	59	94	73	4	4
Master's degree	9	23	29	1	1
Six-year degree	0	2	1	0	0
PhD or equivalent	0	1	5	2	0
MD, LLB, DD, etc.	6	12	19	1	1
Other	5	5	5	0	1
No response	0	0	1	0	0
Total	255	213	166	8	19
	(38.6)*	(32.2)*	(25.1)*	(1.2)*	(2.9)*

*Percentage of total

Highest academic level attained to date by where
former Governor's School students expect to be living five
years from now. More respondents (Table 31) plan to be

Table 31

Number of Former Governor's School Students Indicating
 Their Highest Academic Level Attained, by Where They
 Expect To Be Living Five Years From Now

Academic Level	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other/ Do Not Know
None	4	5	7	0	5
High school diploma	31	76	59	5	88
Certificate	1	1	0	0	0
License	2	0	0	0	1
Vocational (2 yrs)	1	1	1	0	1
Academic (2 years)	1	3	3	0	1
Bachelor's degree	32	74	61	7	61
Master's degree	4	23	19	3	15
Six-year degree	0	2	1	0	0
PhD or equivalent	0	1	4	2	1
MD, LLB, DD, etc.	7	15	11	1	5
Other	3	4	4	0	5
No response	0	1	0	0	0
Total	86	206	170	18	183
	(13.0)*	(31.1)*	(25.6)*	(2.7)*	(27.6)*

*Percentage of total

living in a foreign country five years from now than presently live outside the United States. The trend to move from the community that nominated them for the Governor's School continues, but the number planning to remain in North Carolina in a different community and also in a state other than North Carolina appears to be stable. The greatest gain is in the area of "do not know."

Present education program by Area I concentration. Of the 394 students who responded that they were enrolled in an education program 336 (85.3%) are enrolled in a program that will result in a college degree, master's degree, six-year degree, PhD or equivalent. See Table 32.

Present education program by Area I concentration (performing arts or academic). There is little difference to be noticed in the column percentages for Area I concentration when individual subject areas are combined into the composites "performing arts" or "academic" (Table 33). Of the 393 students who are enrolled in an education program or college which will result in completion of a program of two years or more, including bachelor's degrees, master's degrees, six-year degrees, PhD or equivalent, 130 (33.1%) report their Area I concentration as Performing Arts; and 220 (56.0%) report their Area I concentration as Academic.

Table 32
Number of Former Governor's School Students Presently
Enrolled in an Education Program, by Area I Concentration

Education Program	Art	Choral Music	Drama	English	French	Instrumental Music	Math	Modern Dance	Natural Science	Social Science	Spanish	Other	Total
High school	1	2	1	0	0	4	4	0	2	0	0	0	14
Vocational (< 2 years)	0	0	0	0	0	1	0	0	0	0	0	0	1
College (not 2 years)	0	0	0	1	1	0	0	1	0	0	0	0	3
College (> 2 years)	2	5	0	0	0	0	3	0	2	2	1	0	15
College degree	13	26	18	33	4	24	68	12	39	14	2	0	254
Master's or equi.	4	8	3	7	1	7	8	0	7	3	0	0	48
Six-year degree	0	0	0	0	0	0	0	0	1	0	0	0	1
PhD or equivalent	1	1	1	1	1	3	13	2	8	1	0	1	33
Other	0	5	0	2	1	2	3	0	7	5	0	0	25
No response	5	32	14	40	14	28	44	14	36	40	1	2	272
Total	26	79	37	84	22	69	143	29	102	65	4	3	666

Table 33

Number and Percentage of Former Governor's School Students
Presently Enrolled in an Education Program, by Area I
Concentration (Performing Arts or Academic)

Education Program	Performing Arts		Academic		Total	
	Number	%*	Number	%*	Number	%*
High school	8	3.3	6	1.4	14	2.1
Vocational (< 2 years)	1	.4	0	0	1	.2
College (not 2 years)	1	.4	2	.5	3	.5
College (> 2 years)	7	2.9	8	1.9	15	2.3
College degree	93	38.8	160	37.8	253	38.2
Master's or equivalent	22	9.2	26	6.1	48	7.2
Six-year degree	0	0	1	.2	1	.2
PhD or equivalent	8	3.3	25	5.9	33	5.0
Other	7	2.9	18	4.3	25	3.9
No response	93	38.8	177	41.8	270	40.7
Total	240	(36.2)**	423	(63.8)**	663	100.0

*Column percentage

**Percentage of total

Present education program by year attending the Governor's School. Table 34 presents a pattern that clearly illustrates that the majority of students who have attained a high school diploma and are recent graduates of the Governor's School are presently enrolled in a college degree program. Thirty-one students who graduated in 1977 or before and who are still enrolled in an education

Table 34

Number of Former Governor's School Students Presently
Enrolled in an Education Program, by Year
Attending the Governor's School

Education program	1963 1970	1971 1975	1976 1977	1978 1979	1978 1979	1980 1981	1980 1981
				East	West	East	West
High school	0	0	0	0	0	6	8
Vocational (< 2 yr)	0	0	0	0	0	1	0
College (not 2 year)	1	0	2	0	0	0	0
College (> 2 year)	2	2	2	2	1	2	4
College degree	3	6	9	46	71	61	57
Master's or equi.	9	18	13	2	1	3	2
Six-year degree	0	0	0	1	0	0	0
PhD or equivalent	6	12	13	0	0	1	1
Other	8	10	2	2	0	2	1
No response	134	99	22	3	5	5	2
Total	163	147	63	56	78	81	75

program are pursuing master's degrees or higher degrees.

The students pursuing a PhD or equivalent graduated between 1971 and 1977. As reported in Table 24, 47 students who graduated between 1963 and 1975 have already attained the PhD, MD, etc.

Present education program by grade level. The column percentages for the present education program in which students are enrolled parallel each other, with the

exceptions of enrollment in high school and enrollment in college degree programs, as shown in Table 35. This can be explained by realizing that some of the rising juniors were still enrolled in high school at the time they responded to the questionnaire.

Table 35

Number and Percentage of Former Governor's School Students Presently Enrolled in an Education Program, by Grade Level While Attending the Governor's School

Education Program	Rising Junior		Rising Senior		Total	
	Number	%*	Number	%*	Number	%*
High school	14	7.7	0	0	14	2.1
Vocational (< 2 years)	0	0	1	.2	1	.2
College (not 2 years)	0	0	3	.6	3	.5
College (> 2 years)	4	2.2	11	2.3	15	2.3
College degree	52	28.7	201	41.8	253	38.2
Master's or equivalent	12	6.6	36	7.5	48	7.3
Six-year degree	0	0	1	.2	1	.2
PhD or equivalent	5	2.8	28	5.8	33	5.0
Other	6	3.3	19	4.0	25	3.8
No response	88	48.6	181	37.6	269	40.6
Total	181	(27.3)**	481	(72.7)**	662	100.0

*Column percentages

**Percentage of total

Present education program by sex. Table 36 shows that there is little difference in the education programs chosen by males or females. There are more females proportionally at the present time enrolled in a program that will result in a master's degree and proportionally more males that are presently enrolled in a PhD or equivalent program.

Table 36

Number and Percentage of Former Governor's School Students
Presently Enrolled in an Education Program, by Sex

Education Program	Male		Female		Total	
	Number	%*	Number	%*	Number	%*
High school	8	2.5	6	1.7	14	2.1
Vocational (< 2 years)	0	0	1	.3	1	.2
College (not 2 years)	0	0	3	.9	3	.5
College (> 2 years)	9	2.9	6	1.7	15	2.3
College degree	118	37.5	134	38.5	252	38.0
Master's or equivalent	18	5.7	30	8.6	48	7.2
Six-year degree	0	0	1	.3	1	.2
PhD or equivalent	17	5.4	16	4.6	33	5.0
Other	14	4.4	11	1.7	25	3.8
No response	131	41.6	140	40.2	271	40.9
Total	315	(47.5)**	348	(52.5)**	663	100.0

*Column percentage

**Percentage of total

Present education program by ethnic origin.

Proportionally, more of the students who reported that they belonged to a minority group and who are enrolled in an education program, are enrolled in college degree programs or in PhD or equivalent degree programs. See Table 37.

Present education program by where former Governor's School students now live. Table 38 shows the present education program of respondents which appears to be unrelated to the overall pattern of where the respondents now live.

Present education program by where former Governor's School students lived five years ago. The majority of respondents lived in the same community that nominated them for the Governor's School (Table 39). This reflects the fact that many respondents are presently enrolled in a college degree program that will result in a bachelor's degree; therefore, many of them were still in high school five years ago. Only 16.0% of the respondents were living outside of the state of North Carolina.

Present education program by mobility. As compared with five years ago, the respondents continued the trend to move from the community which nominated them for the Governor's School as they attained higher degrees. Some of this movement can be explained by the fact that some of those indicating that they live in a state other than North

Table 37

Number of Former Governor's School Students Presently
Enrolled in an Education Program, by Ethnic Origin

Education Program	White	Black	Hispanic	American Indian Alaskan Native	Asian Pacific Islander	Other
High school	12 (3.7)*	1	0	1 (2.0)*,**	0	0
Vocational	1 (0.3)*	0	0	0	0	0
College (not 2)	3 (0.9)*	0	0	0	0	0
College (> 2)	12 (3.7)*	3	0	0 (4.5)*,**	0	0
College degree	207 (63.5)*	33	3	4 (68.7)*,**	4	2
Master's or equi.	47 (14.4)*	1	0	0 (1.5)*,**	0	0
Six-year degree	1 (0.3)*	0	0	0	0	0
PhD or equi.	25 (7.7)*	6	0	0 (11.9)*,**	2	0
Other	18 (5.5)*	5	0	0 (10.4)*,**	2	0
No response	243	23	2	0	2	1
Total	569	72	5	5	10	3

*Column percentage of students enrolled (326 of 569 white,
67 of 95 minority students)

**Column percentages refer to all minority respondents

Table 38

Number of Former Governor's School Students Presently
Enrolled in an Education Program, by Where They Now Live

Education Program	Rural/ Farm Community	Small City not 50,000	Medium City 50,000- 100,000	Suburb Medium City	Large City 100,000- 500,000	Suburb Large City	Very Large Over 500,000	Suburb Very Large City	Military Base	Other	No Response	Total
High school	3	4	2	1	3	1	0	0	0	0	0	14
Vocational (2 yrs or more)	0	0	0	1	0	0	0	0	0	0	0	1
College (not 2 years)	0	1	1	0	1	0	0	0	0	0	0	3
College (> 2 years)	6	5	1	1	2	0	0	0	0	0	0	15
College degree	58	93	36	13	30	11	7	1	2	2	1	254
Master's degree	9	10	9	0	9	1	4	3	3	0	0	48
Six-year degree	0	1	0	0	0	0	0	0	0	0	0	1
PhD or equivalent	7	8	2	2	8	1	3	0	0	2	0	33
Other	3	6	1	3	6	1	4	0	0	1	3	25
No response	51	73	28	10	49	14	22	18	3	1	3	272
Total	137	201	80	31	108	29	40	22	8	6	4	666
	(20.6)*	(30.2)*	(12.0)*	(4.7)*	(16.2)*	(4.4)*	(6.0)*	(3.3)*	(1.2)*	(0.9)*	(0.6)*	(100.0)*

*Percentage of total

Table 39.

Number of Former Governor's School Students Presently
Enrolled in an Education Program, by Where They
Lived Five Years Ago

Education Program	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other
High school	12	1	1	0	0
Vocational (2 yrs)	1	0	0	0	0
College (not 2 yrs)	2	1	0	0	0
College (> 2 yrs)	12	2	0	1	0
College degree	234	9	8	2	0
Master's degree	31	10	6	1	0
Six-year degree	1	0	0	0	0
PhD or equivalent	14	15	4	0	0
Other	10	8	4	3	0
No response	89	104	68	4	4
Total	406 (61.3)*	150 (22.7)*	91 (13.7)*	11 (1.7)*	4 (0.6)*

*Percentage of total

Carolina are enrolled in institutions of higher education outside of North Carolina. See Table 40.

Table 40

Number of Former Governor's School Students Presently Enrolled in an Education Program, by Mobility

Education Program	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other
High school	11	2	1	0	0
Vocational (2 yr)	1	0	0	0	0
College (not 2 yr)	1	2	0	0	0
College (> 2 yr)	8	4	3	0	0
College degree	145	69	27	0	12
Master's degree	13	16	15	2	2
Six-year degree	0	1	0	0	0
PhD or equivalent	9	11	13	0	0
Other	6	7	10	2	0
No response	61	101	97	4	5
Total	255	213	166	8	19
	(38.6)*	(32.2)*	(25.1)*	(1.2)*	(2.9)*

*Percentage of total

Present education program by where former Governor's School students expect to be living five years from now.
More respondents (Table 41) plan to be living in a foreign country five years from now. The trend to move from the

community that nominated them for the Governor's School continues, but the number planning to remain in North Carolina in a different community and also in a state other than North Carolina appears to be stable. The greatest gain is in the area of "do not know."

Table 41

Number of Former Governor's School Students Presently
Enrolled in an Education Program, by Where They
Expect To Be Living Five Years From Now

Education Program	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other/ Do Not Know
High school	3	3	3	0	5
Vocational (2 yrs)	0	0	1	0	0
College (not 2 yrs)	1	2	0	0	0
College (> 2 yrs)	3	4	4	2	2
College degree	27	72	61	4	89
Master's degree	7	15	9	2	15
Six-year degree	0	1	0	0	0
PhD or equivalent	3	10	13	0	7
Other	4	9	6	2	4
No response	38	90	73	8	61
Total	86	206	170	18	183
	(13.0)*	(31.1)*	(25.6)*	(2.7)*	(27.6)*

*Percentage of total

Future education plans by Area I concentration. Table 42 illustrates that the students who plan to continue their formal education are planning to attain a master's degree or greater. This is true for all individual Area I subjects.

Future education plans by Area I concentration (performing arts or academic). Of students responding, there is little difference between the percentages for performing arts (85.7%) or academic (86.8%) who plan to attain a college degree, master's degree, six-year degree, and PhD or its equivalent. Proportionally more of students responding as performing arts students (10.1%) plan to attain only a college degree, while more academic students (32.3%) plan to attain a PhD or its equivalent (Table 43).

Future education plans by year attending the Governor's School. Table 44 clearly shows that students who have plans to continue their education in the future plan to attain a master's or higher degree. The relatively small response from the stratum 1963-1970 can be explained by the fact that these students are now completing, or have had time to complete, the highest level of education they plan to pursue.

Future education plans by grade level. Table 45 shows very similar column percentages for the future plans of respondents by grade level while attending the Governor's

Table 42

Number of Former Governor's School Students Indicating the
Highest Level of Education They Plan to Pursue in the
Future, by Area I Concentration at the Governor's School

Future Education Plans	Art	Choral Music	Drama	English	French	Instrumental Music	Math	Modern Dance	Natural Science	Social Science	Spanish	Other	Total
Vocational (< 2 years)	0	2	0	3	0	1	0	1	0	1	0	0	8
Vocational (2 or more)	1	1	0	1	0	0	1	0	0	0	0	0	4
College (not 2 years)	1	1	0	0	1	0	0	0	2	1	0	0	7
College (> 2 years)	0	1	1	0	0	1	1	0	1	0	0	0	5
College degree	2	5	2	0	1	6	9	2	2	0	0	0	30
Master's or equivalent	6	25	11	20	5	23	47	12	31	23	1	0	204
Six-year degree	0	0	1	11	0	0	0	0	0	0	0	0	2
PhD or equivalent	6	14	9	24	5	16	19	4	23	10	1	1	132
Other	2	2	5	7	1	4	9	0	2	3	0	0	35
No response	8	28	8	28	9	18	57	10	41	27	2	2	239
Total	26	79	37	84	22	69	143	29	102	65	4	3	666

Table 43

Number and Percentage of Former Governor's School Students
 Indicating the Highest Level of Education They Plan to
 Pursue in the Future, by Area I Concentration
 (Performing Arts or Academic)

Future Education Plans	Performing Arts		Academic		Total	
	Number	%*	Number	%*	Number	%*
Vocational (< 2 yrs)	4	1.7	4	.9	8	1.2
Vocational (.> 2 yrs)	2	.8	2	.5	4	.6
College (not 2 years)	2	.8	4	.9	6	.9
College (> 2 years)	3	1.3	2	.5	5	.8
College degree	17 (10.1)***	7.1	12 (4.7)***	2.8	29 (6.8)***	4.4
Master's or equivalent	77 (45.8)***	32.1	127 (49.4)***	30.0	204 (48.0)***	30.8
Six-year degree	1 (0.6)***	.4	1 (0.4)***	.2	2 (0.5)***	.3
PhD or equivalent	49 (29.2)***	20.4	83 (32.3)***	19.6	132 (31.1)***	19.9
Other	13	5.4	22	5.2	35	5.3
No response	72	30.0	166	39.2	238	35.9
Total	240	(36.2)**	423	(63.8)**	663	100.0

*Column percentage

**Percentage of total

***Percentage of students responding (168 of 240 performing arts and 257 of 423 academic students)

Table 44

Number of Former Governor's School Students Indicating the Highest Level of Education They Plan to Pursue in the Future, by Year Attending the Governor's School

Future Education Plans	1963 1970	1971 1975	1976 1977	1978 1979 East	1978 1979 West	1980 1981 East	1980 1981 West
Vocational (< 2 yr)	4	1	0	1	1	1	0
Vocational (2 or >)	0	2	0	1	0	1	0
College (not 2 years)	2	2	1	0	0	0	1
College (> 2 years)	2	2	0	0	0	1	0
College degree	4	0	3	3	3	10	6
Master's or equi.	21 *(31.3)	48 (52.7)	18 (48.6)	18 (41.9)	33 (60.0)	32 (46.4)	33 (53.2)
Six-year degree	1 (1.5)	1 *(1.1)*	0	0	0	0	0
PhD or equivalent	14 *(20.9)	25 (27.5)	15 (40.5)	20 (46.5)	16 (29.1)	22 (31.9)	20 (32.3)
Other	19	10	0	0	2	2	2
No response	96	56	26	13	23	12	13
Total	163	147	63	56	78	81	75
Respondents**	67	91	37	43	55	69	62

*Percentage of respondents for that stratum

**Respondents = Total - No response

School. Rising seniors show a slightly larger percentage of students planning to pursue a PhD or equivalent degree.

Table 45

Number and Percentage of Former Governor's School Students
Indicating the Highest Level of Education They Plan to
Pursue in the Future, by Grade Level While
Attending the Governor's School

Future Education Plans	Rising Junior Number	%*	Rising Senior Number	%*	Total Number	%*
Vocational (< 2 yrs)	3	1.7	5	1.0	8	1.2
Vocational (> 2 yrs)	2	1.1	2	.4	4	.6
College (not 2 years)	1	.6	5	1.0	6	.9
College (> 2 years)	2	1.1	3	.6	5	.8
College degree	11	6.1	18	3.7	29	4.4
Master's or equivalent	54	29.8	150	31.2	204	30.8
Six-year degree	0	0	2	.4	2	.2
PhD or equivalent	31	17.1	100	20.8	131	19.8
Other	13	7.2	21	4.4	34	5.1
No response	64	35.4	175	36.4	239	36.1
Total	181	(27.3)**	481	(72.7)**	662	100.0

*Column percentage

**Percentage of total

Future education plans by sex. Proportionally more females plan to attain a master's degree as their highest level of education. While almost as many females as males plan to attain a PhD or its equivalent, proportionally more males plan to pursue this higher-level degree (Table 46).

Table 46

Number and Percentage of Former Governor's School Students
Indicating the Highest Level of Education They Plan to
Pursue in the Future, by Sex

Future Education Plans	Male		Female		Total	
	Number	%*	Number	%*	Number	%*
Vocational (< 2 yrs)	2	.6	6	1.7	8	1.2
Vocational (> 2 yrs)	2	.6	2	.6	4	.6
College (not 2 years)	3	1.0	3	.9	6	.9
College (> 2 years)	2	.6	3	.9	5	.8
College degree	11	3.5	18	5.2	29	4.4
Master's or equivalent	85	27.0	118	33.9	203	30.6
Six-year degree	0	0	2	.6	2	.3
PhD or equivalent	72	22.9	60	17.2	132	19.9
Other	21	6.7	14	4.0	35	5.3
No response	117	37.1	122	35.1	239	36.0
Total	315 (47.5)**		348 (52.5)**		663	100.0

*Column percentage

**Percentage of total

Future education plans by ethnic origin. As illustrated by the column percentages in Table 47, of the students responding, there is almost no difference between the future plans of white students and students who report that they belong to a minority group.

Table 47

Number of Former Governor's School Students Indicating the
Highest Level of Education They Plan to Pursue
in the Future, by Ethnic Origin

Future Education Plans	White	Black	Hispanic	American Indian Alaskan Native	Asian Pacific Islander	Other
Voc. (< 2 yr)	8 (2.3)*	0	0	0	0	0
Voc. (2 or >)	3 (0.8)*	1	0	0 (1.4)*,**	0	0
College (not 2 yr)	5 (1.4)*	1	0	0 (1.4)*,**	0	0
College (> 2 yr)	5 (1.4)*	0	0	0	0	0
College degree	20 (5.6)*	6	1	1 (12.7)*,**	1	0
Master's or equi.	170 (48.0)*	28	0	2 (47.9)*,**	2	2
Six-year degree	2 (0.6)*	0	0	0	0	0
PhD or equi.	110 (31.1)*	17	2	1 (31.0)*,**	1	1
Other	31 (8.8)*	1	1	1 (5.6)*,**	1	0
No response	215	18	1	0	5	0
Total	569	72	5	5	10	3

*Column percentage of students responding (354 of 569 white and 71 of 95 minority students)

**Column percentages refer to all minority respondents

Future education plans by where former Governor's School students now live. The respondents' future educational plans are not related to the overall pattern of where they now live (Table 48).

Future education plans by where former Governor's School students lived five years ago. Five years ago the majority of respondents lived in the same community that nominated them for the Governor's School (Table 49). Many respondents who plan to continue to pursue college degree programs were still in high school five years ago. Only 16.0% of the respondents were living outside of the state of North Carolina five years ago.

Future education plans by mobility. As compared with five years ago, the respondents are continuing the trend to move from the community which nominated them for the Governor's School as they attain higher degrees (Table 50). Some of this movement can be explained by the fact that some of those indicating that they live in a state other than North Carolina are enrolled in institutions of higher education outside of North Carolina.

Future education plans by where former Governor's School students expect to be living five years from now. More respondents (Table 51) plan to be living in a foreign country five years from now. The trend to move from the community that nominated them for the Governor's School continues, but the numbers planning to remain in North

Table 48

Number of Former Governor's School Students Indicating
the Highest Level of Education They Plan to Pursue,
by Where They Now Live

Future Education Plans	Rural/ Farm Community	Small City not 50,000	Medium City 50,000- 100,000	Suburb Medium City	Large City 100,000- 500,000	Suburb Large City	Very Large Over 500,000	Suburb Very Large City	Military Base	Other	No Response	Total
Vocational (< 2 years)	1	4	2	0	1	0	0	0	0	0	0	8
Vocational (2 yrs or more)	1	2	0	0	0	1	0	0	0	0	0	4
College (not 2 years)	1	4	0	0	0	0	1	0	0	0	1	7
College (> 2 years)	1	0	0	2	1	1	0	0	0	0	0	5
College degree	6	7	4	1	3	2	2	1	2	1	1	30
Master's degree	37	68	26	10	35	10	8	5	4	1	0	204
Six-year degree	0	1	0	0	1	0	0	0	0	0	0	2
PhD or equivalent	27	37	23	3	20	4	10	4	2	1	1	132
Other	5	7	5	2	7	2	1	4	0	2	0	35
No response	58	71	20	13	40	9	18	8	0	1	1	239
Total	137	201	80	31	108	29	40	22	8	6	4	666
	(20.6)*	(30.2)*	(12.0)*	(4.7)*	(16.2)*	(4.4)*	(6.0)*	(3.3)*	(1.2)*	(0.9)*	(0.6)*	(100.0)*

*Percentage of total

Table 49

Number of Former Governor's School Students Indicating
the Highest Level of Education They Plan to Pursue, by
Where They Lived Five Years Ago

Future Education Plans	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other
Vocational (< 2 yr)	4	2	2	0	0
Vocational (2 yrs)	2	1	0	0	1
College (not 2 yrs)	3	1	1	1	0
College (> 2 yrs)	1	2	0	1	1
College degree	22	4	2	1	0
Master's degree	148	34	19	2	1
Six-year degree	0	2	0	0	0
PhD or equivalent	91	23	16	1	0
Other	11	11	9	3	1
No response	124	70	42	2	0
Total	406	150	91	11	4
	(61.3)*	(22.7)*	(13.7)*	(1.7)*	(0.6)*

*Percentage of total

Table 50

Number of Former Governor's School Students Indicating the Highest Level of Education They Plan to Pursue, by Mobility

Future Education Plans	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other
Vocational (< 2 yr)	3	2	3	0	0
Vocational (2 yr)	3	1	0	0	0
College (not 2 yr)	1	3	2	0	0
College (> 2 yr)	2	2	0	0	1
College degree	16	6	5	0	2
Master's degree	78	67	48	2	8
Six-year degree	0	2	0	0	0
PhD or equivalent	56	41	29	3	2
Other	6	12	13	3	1
No response	90	77	66	0	5
Total	255	213	166	8	19
	(38.6)*	(32.2)*	(25.1)*	(1.2)*	(2.9)*

*Percentage of total

Carolina in a different community and also in a state other than North Carolina appear to be stable. The greatest gain is in the area of "do not know."

Table 51

Number of Former Governor's School Students Indicating the Highest Level of Education They Plan to Pursue, by Where They Expect To Be Living Five Years From Now

Future Education Plans	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other/ Do Not Know
High school	1	3	3	0	1
Vocational (2 yrs)	1	0	1	1	1
College (not 2 yrs)	2	3	0	0	1
College (> 2 yrs)	0	3	1	0	1
College degree	2	8	7	0	12
Master's degree	17	56	60	8	63
Six-year degree	0	2	0	0	0
PhD or equivalent	14	34	32	6	46
Other	5	11	7	2	10
No response	44	86	59	1	48
Total	86	206	170	18	183
	(13.0)*	(31.1)*	(25.6)*	(2.7)*	(27.6)*

*Percentage of total

Current profession or occupation by Area I concentration. Disregarding those respondents who indicated that they were students, 45.9% of those who

remained indicated that they were currently Professional I (accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher) or Professional II (clergyman, dentist, physician, lawyer, scientist, college teacher), as shown in Table 52. The pattern of row percentages closely follows the pattern for the row percentages for the total group of respondents. If Manager, Administrator (sales manager, office manager, school administrator, buyer, restaurant manager, government official) and School Teacher (elementary or secondary) are included it can be concluded that 61.3% of the former Governor's School students are employed in jobs in which they have considerable responsibility.

Current profession or occupation by Area I concentration (performing arts or academic). The column percentages reported in Table 53 closely parallel each other, with almost identical percentages of respondents reporting that they are students. While proportionally more respondents in performing arts report that they are involved in the professions or occupations classified as Clerical (bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent), Homemaker or Housewife, Manager or Administrator (sales manager, office manager, school administrator, buyer, restaurant manager, government official), Professional I (accountant, artist, registered

Table 52
Number of Former Governor's School Students Indicating
Their Current Profession or Occupation, by Area I
Concentration at the Governor's School

Profession or Occupation	Art	Choral Music	Drama	English	French	Instrumental Music	Math	Modern Dance	Natural Science	Social Science	Spanish	Other	Total
Clerical	1	3	0	2	1	1	1	3	0	2	0	0	15
Craftsman	1	1	0	1	0	1	0	0	0	0	0	0	4
Farmer, farm manager	0	0	0	1	0	0	2	0	0	1	0	0	4
Homemaker, housewife	0	4	0	1	1	1	1	0	1	2	0	0	11
Manager, administrator	0	3	4	3	0	4	1	1	3	7	1	0	27
Military	0	0	0	1	0	0	4	0	3	0	0	0	8
Operative	0	0	0	0	0	0	1	0	1	0	0	0	2
Professional I	3	12	6	7	5	11	14	5	17	9	1	1	91
Professional II	0	7	4	8	2	7	19	2	13	10	0	1	73
Proprietor, owner	1	1	0	1	0	0	1	0	0	2	0	0	6
Protective service	0	0	0	0	0	0	2	0	0	0	0	0	2
Sales	0	2	2	3	0	2	2	1	2	1	0	0	15
School teacher	0	2	2	8	2	6	1	2	0	5	0	0	28
Service	0	2	2	0	0	2	2	0	0	1	0	0	9
Student	17	34	17	34	6	30	81	12	52	18	2	0	304
Technical	1	2	0	1	2	0	5	0	4	2	0	0	17
Not working	0	1	0	1	1	1	3	1	3	0	0	0	11
Other	1	5	0	11	2	3	2	1	3	5	0	1	34
No response	1	0	0	1	0	0	1	1	0	0	0	0	5
Total	26	79	37	84	22	69	143	29	102	65	4	3	666

nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher), Sales (salesperson, advertising or insurance agent, real estate broker), School Teacher (elementary or secondary), and Service (barber, beautician, practical nurse, private household worker, janitor, waiter); proportionally more respondents in the academic area report that they are involved in the professions or occupations classified as Professional II (clergyman, dentist, physician, lawyer, scientist, college teacher) and Technical (draftsman, medical or dental technician, computer programmer).

Current profession or occupation by year attending the Governor's School. The row percentages in Table 54 show that time that respondents attended the Governor's School and their enrollment in a formal education program are inversely related to each other. The more recent their Governor's School experience the more likely respondents will still be in school. The older the respondents, the more likely they are to have completed the experience of formal education, and therefore the more likely they are to be employed in a profession or occupation. The column percentages indicate that the older the former student the more they are involved in a profession or occupation of responsibility.

Table 53

Number and Percentage of Former Governor's School Students
Indicating Their Current Profession or Occupation, by
Area I Concentration (Performing Arts or Academic)

Profession or Occupation	Performing Arts		Academic		Total	
	Number	%*	Number	%*	Number	%*
Clerical	8	3.3	6	1.4	14	2.1
Craftsman	3	1.3	1	.2	4	.6
Farmer, farm manager	0	0	4	.9	4	.6
Homemaker, housewife	5	2.1	6	1.4	11	1.7
Manager, administrator	12	5.0	15	3.5	27	4.1
Military	0	0	8	1.9	8	1.2
Operative	0	0	2	.5	2	.3
Professional I	37	15.4	54	12.8	91	13.7
Professional II	20	8.3	53	12.5	73	11.0
Proprietor, owner	2	.8	4	.9	6	.9
Protective service	0	0	2	.5	2	.3
Sales	7	2.9	8	1.9	15	2.3
School teacher	12	5.0	16	3.8	28	4.2
Service	6	2.5	3	.7	9	1.4
Student	110	45.8	193	45.6	303	45.7
Technical	3	1.3	14	3.3	17	2.6
Not working	3	1.3	8	1.9	11	1.7
Other	10	4.2	24	5.7	34	5.1
No response	2	.8	2	.5	4	.6
Total	240	(36.2)**	423	(63.8)**	663	100.0

*Column percentages

**Percentage of total

Table 54

Number of Former Governor's School Students Indicating
Their Current Profession or Occupation, by Year
Attending the Governor's School

Profession or Occupation	1963 1970	1971 1975	1976 1977	1978 1979 East	1978 1979 West	1980 1981 East	1980 1981 West
Clerical	3	5	3	2	1	0	0
Craftsman	2	1	0	1	0	0	0
Farmer, farm manager	2	1	0	1	0	0	0
Homemaker, housewife	8	2	1	0	0	0	0
Mgr., administrator	16 (9.8)*	7 (4.8)*	3 (4.8)*	0	1	0	0
Military	0	3	3	0	1	1	0
Operative	0	0	0	0	1	1	0
Professional I	38 (23.3)*	38 (25.9)*	8 (12.7)*	3 (5.4)*	3 (3.8)*	0 (1.3)*	1
Professional II	42 (25.8)*	27 (18.4)*	4 (6.3)*	0	0	0	0
Proprietor, owner	4	2	0	0	0	0	0
Protective service	1	0	0	0	0	1	0
Sales	5	5	3	0	2	0	0
School teacher	15 (9.2)*	12 (8.2)*	1 (1.6)*	0	0	0	0
Service	2	3	0	0	0	1	2
Student	8 **(2.6)	19 (6.3)	28 (9.2)	48 (15.8)	63 (20.8)	70 (23.1)	67 (22.1)
Technical	5	6	4	0	0	1	1
Not working	1	1	0	0	3	3	3
Other	11	13	4	1	3	1	1
No response	0	2	1	0	0	2	0
Total	163 **(24.6)	147 (22.2)	63 (9.5)	56 (8.4)	78 (11.8)	81 (12.2)	75 (11.3)

*Column percentage

**Row percentage

Current profession or occupation by grade level. The column percentages shown in Table 55 suggest that the respondents who attended the Governor's School while they were rising seniors are still involved in formal education. Proportionally more rising juniors are involved in the Professional I and Professional II categories, while rising seniors are proportionately more likely to be Managers or Administrators, School Teachers, and Technical workers.

Current profession or occupation by sex. Proportionately more females are involved in formal education, school teaching, homemaking, and clerical categories. Proportionately twice as many males as females reported that they are in an occupation classified as Professional II (clergyman, dentist, physician, lawyer, scientist, and college teacher). Males also proportionately outnumber females in the areas of Manager or Administrator, Proprietor or Owner, and Sales. Both males and females are almost identical proportionately in the category of Professional I (accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher). All persons reporting Military are male and all persons reporting Homemaking are female. See Table 56.

Current profession or occupation by ethnic origin. The column percentages in Table 57 parallel each other

Table 55

Number and Percentage of Former Governor's School Students'
Current Profession or Occupation, by Grade Level
While Attending the Governor's School

Profession or Occupation	Rising Junior		Rising Senior		Total	
	Number	%*	Number	%*	Number	%*
Clerical	4	2.2	10	2.1	14	2.1
Craftsman	2	1.1	2	.4	4	.6
Farmer, farm manager	2	1.1	2	.4	4	.6
Homemaker, housewife	6	3.3	5	1.0	11	1.7
Manager, administrator	6	3.3	21	4.4	27	4.1
Military	2	1.1	6	1.2	8	1.2
Operative	0	0	2	.4	2	.3
Professional I	29	16.0	61	12.7	90	13.6
Professional II	23	12.7	49	10.2	72	10.9
Proprietor, owner	3	1.7	3	.6	6	.9
Protective service	0	0	2	.4	2	.3
Sales	4	2.2	11	2.3	15	2.3
School teacher	7	3.9	21	4.4	28	4.2
Service	3	1.7	6	1.2	9	1.4
Student	75	41.4	228	47.4	303	45.8
Technical	2	1.1	15	3.1	17	2.6
Not working	5	2.8	6	1.2	11	1.7
Other	7	3.9	27	5.6	34	5.1
No response	1	.6	4	.8	5	.8
Total	181	(27.3)**	481	(72.7)**	662	100.0

*Column percentage

**Percentage of total

Table 56

Number and Percentage of Former Governor's School Students
Indicating Their Current Profession or Occupation, by Sex

Profession or Occupation	Male		Female		Total	
	Number	%*	Number	%*	Number	%*
Clerical	2	.6	12	3.4	14	2.1
Craftsman	3	1.0	1	.3	4	.6
Farmer, farm manager	3	1.0	1	.3	4	.6
Homemaker, housewife	0	0	11	3.2	11	1.7
Manager, administrator	15	4.8	12	3.4	27	4.1
Military	8	2.5	0	0	8	1.2
Operative	1	.3	1	.3	2	.3
Professional I	43	13.7	48	13.8	91	13.7
Professional II	46	14.6	27	7.8	73	11.0
Proprietor, owner	5	1.6	1	.3	6	.9
Protective service	1	.3	1	.3	2	.3
Sales	11	3.5	4	1.1	15	2.3
School teacher	7	2.2	21	6.0	28	4.2
Service	5	1.6	4	1.1	9	1.4
Student	140	44.4	162	46.6	302	45.6
Technical	9	2.9	8	2.3	17	2.6
Not working	5	1.6	6	1.7	11	1.7
Other	10	3.2	24	6.9	34	5.9
No response	1	.3	4	1.1	5	.8
Total	315	(47.5)**	348	(52.5)**	663	100.0

*Column percentage

**Percentage of total

Table 57

Number of Former Governor's School Students'
Current Profession or Occupation, by Ethnic Origin

Profession or Occupation	White	Black	Hispanic	American Indian Alaskan Native	Asian Pacific Islander	Other
Clerical	11 (1.9)*	3	0	0 (3.2)*, **	0	0
Craftsman	4 (0.7)*	0	0	0 (0)*, **	0	0
Farmer, manager	3 (0.5)*	1	0	0 (1.1)*, **	0	0
Homemaker	11 (1.9)*	0	0	0 (0)*, **	0	0
Mgr., admin.	23 (4.0)*	3	1	0 (4.2)*, **	0	0
Military	5 (0.9)*	2	0	0 (3.2)*, **	1	0
Operative	2 (0.4)*	0	0	0 (0)*, **	0	0
Professional I	78 (13.7)*	8	3	0 (13.7)*, **	2	0
Professional II	69 (12.1)*	3	0	0 (4.2)*, **	0	1
Proprietor, owner	5 (0.9)*	1	0	0 (1.1)*, **	0	0
Protective service	2 (0.4)*	0	0	0 (0)*, **	0	0
Sales	15 (2.6)*	0	0	0 (0)*, **	0	0
School teacher	28 (4.9)*	0	0	0 (0)*, **	0	0
Service	9 (1.6)*	0	0	0 (0)*, **	0	0
Student	250 (43.9)*	39	1	5 (55.8)*, **	6	2
Technical	14 (2.5)*	2	0	0 (3.2)*, **	1	0
Not working	8 (1.4)*	3	0	0 (3.2)*, **	0	0
Other	29 (5.1)*	5	0	0 (5.3)*, **	0	0
No response	3 (0.5)*	2	0	0 (2.1)*, **	0	0

Total 569 72 5 5 10 3

*Column percentage of total (569 white, 95 minority groups)

**These percentages refer to all minority respondents

closely, with two exceptions, when comparing former Governor's School students who reported that they are white and former Governor's School students who reported that they belong to a minority group. One exception is that white respondents (12.1%) proportionately are involved in the area of Professional II three times more often than minority respondents (4.2%). Furthermore, minority respondents (55.8%) proportionately are more involved in a formal education program than are white respondents (43.9%).

Current profession or occupation by where former Governor's School students now live. The respondents' occupations are not seen to be related to the overall pattern of where they now live (Table 58). There is a slight tendency of those reporting Professional I and Professional II to live in the larger cities, but there is also a sizeable group of these respondents who live in rural, farm communities and small cities.

Current profession or occupation by where former Governor's School students lived five years ago. Five years ago, the majority of respondents (61.3%) lived in the same community that nominated them for the Governor's School (Table 59). The professions or occupations of more than half of the respondents who indicated that they were not living in the community that nominated them for the Governor's School were Clerical, Craftsman, Homemaker, Manager, Administrator, Professional I, Professional II,

Table 58
Number of Former Governor's School Students Indicating
Their Current Profession or Occupation,
by Where They Now Live

Profession of Occupation	Rural/ Farm Community	Small City not 50,000	Medium City 50,000- 100,000	Suburb Medium City	Large City 100,000- 500,000	Suburb Large City	Very Large Over 500,000	Suburb Very Large City	Military Base	Other	No Response	Total
Clerical	3	3	3	0	5	0	0	0	0	0	1	15
Craftsman	0	0	1	1	0	0	2	0	0	0	0	4
Farmer, farm manager	4	0	0	0	0	0	0	0	0	0	0	4
Homemaker, housewife	0	5	3	0	2	0	0	1	0	0	0	11
Manager, administrator	5	7	2	1	5	1	3	2	1	0	0	27
Military	0	2	1	0	1	1	0	0	3	0	0	8
Operative	0	1	0	0	0	1	0	0	0	0	0	2
Professional I	17	22	8	4	19	5	10	6	0	1	0	91
Professional II	7	19	6	5	18	1	5	10	0	0	1	73
Proprietor, owner	1	3	2	0	0	0	0	0	0	0	0	6
Protective service	1	1	0	0	0	0	0	0	0	0	0	2
Sales	3	3	3	0	2	0	3	1	0	0	0	15
School teacher	8	7	2	4	4	1	1	0	0	1	0	28
Service	3	3	1	0	2	0	0	0	0	0	0	9
Student	74	106	40	14	40	13	10	1	4	1	1	304
Technical	59	6	1	0	5	1	2	0	0	1	0	11
Not working	4	3	1	1	2	0	0	0	0	0	0	11
Other	6	9	6	1	3	4	3	1	0	1	0	34
No response	0	1	0	0	0	1	1	0	0	1	1	5
Total	137	201	80	31	108	29	40	22	8	6	4	666

Table 59

Number of Former Governor's School Students Indicating
the Highest Level of Education They Plan to Pursue, by
Where They Lived Five Years Ago

Profession or Occupation	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other
Clerical	6	8	0	0	0
Craftsman	1	0	1	2	0
Farmer, farm manager	4	0	0	0	0
Homemaker, housewife	4	7	0	0	0
Manager, administrator	9	12	6	0	0
Military	5	1	2	0	0
Operative	1	1	0	0	0
Professional I	34	30	25	0	2
Professional II	17	30	24	1	0
Proprietor, owner	5	1	0	0	0
Protective service	1	1	0	0	0
Sales	8	4	2	1	0
School teacher	7	11	6	3	1
Service	5	2	2	0	0
Student	262	24	13	4	0
Technical	8	4	4	0	1
Not working	9	2	0	0	0
Other	18	10	6	0	0
No response	2	2	0	0	0
Total	406	150	91	11	4

School Teacher, and Technical. No occupations had more than half reporting that they were no longer in North Carolina five years ago, with the exception of Craftsman, which has such a small response rate that a few people influence the percentages drastically.

Current profession or occupation by mobility.

Regardless of their occupations, compared with five years ago, the respondents are continuing the trend to move from the community which nominated them for the Governor's School as they attain higher degrees (Table 60). Three out of four Craftsmen continue to live outside of North Carolina. Many students who lived in North Carolina five years ago no longer give North Carolina as the place where they now live. More technicians are also employed outside of North Carolina. Persons indicating Professional I and Professional II lead the trend to work outside of North Carolina.

Current profession or occupation by where former Governor's School students expect to be living five years from now. More respondents (Table 61) plan to be living in a foreign country five years from now. The trend to move from the community that nominated them for the Governor's School continues, but the number planning to remain in North Carolina in a different community and also in a state other than North Carolina appears to be stable. The greatest gain is in the area of "do not know." Among the

Table 60

Number of Former Governor's School Students Indicating
Their Current Profession or Occupation, by Mobility

Profession or Occupation	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other
Clerical	6	6	2	0	0
Craftsman	1	0	1	1	1
Farmer, farm manager	4	0	0	0	0
Homemaker, housewife	4	6	1	0	0
Manager, administrator	3	13	9	2	0
Military	2	1	4	1	0
Operative	1	1	0	0	0
Professional I	18	36	33	0	3
Professional II	10	27	33	1	1
Proprietor, owner	5	0	1	0	0
Protective service	1	1	0	0	0
Sales	7	3	5	0	0
School teacher	9	11	5	2	1
Service	2	3	4	0	0
Student	159	84	47	1	12
Technical	2	6	8	0	1
Not working	8	1	2	0	0
Other	12	12	10	0	0
No response	1	2	1	0	0
Total	255	213	166	8	19

Table 61

Number of Former Governor's School Students Indicating
Their Current Profession or Occupation, by Where They
Expect To Be Living Five Years From Now

Profession or Occupation	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other/ Do Not Know
Clerical	3	3	2	0	6
Craftsman	0	1	1	0	2
Farmer, farm manager	3	0	1	0	0
Homemaker, housewife	4	6	0	0	1
Manager, administrator	4	11	9	0	3
Military	0	1	0	2	5
Operative	0	2	0	0	0
Professional I	11	35	22	4	19
Professional II	10	27	21	2	13
Proprietor, owner	4	0	0	0	2
Protective service	0	1	1	0	0
Sales	4	2	4	0	5
School teacher	6	8	5	2	7
Service	0	0	6	0	3
Student	29	87	76	8	103
Technical	2	6	5	0	4
Not working	1	2	5	0	3
Other	5	12	11	0	6
No response	0	2	1	0	1
Total	86	206	170	18	183

respondents indicating Professional I and Professional II, 3.7% reported that they expect to be living in a foreign country five years from now. Of these two groups, 19.5 percent also reported a large degree of uncertainty as to where they will be living five years from now. This can possibly be attributed to mobility gained through their choice of occupation and versatility enhanced by their experiences.

Summary. Most of the former Governor's School students have or plan to attain college degrees beyond the Bachelor's level, with 0.9% in the Performing Arts area and 5.0% in the Academic area having already obtained a PhD or its equivalent. One and two-tenths percent respondents in Performing Arts and 3.9% respondents in Academic are presently pursuing the PhD or its equivalent, and 7.4% in Performing Arts and 12.5% in Academic are planning to enroll in a degree program to attain a PhD or its equivalent in the future. Thus a total of 30.9% of the former Governor's School students who responded to the survey have or plan to attain a PhD or its equivalent degree. Students who were both rising juniors and rising seniors as they attended the Governor's School have these ambitions. They are equally distributed between males and females. The percentage of minority students pursuing advanced degrees is higher, but the sample was comparatively smaller.

The respondents' current profession or occupation seems to be unrelated to demographics or characteristics of attendance at the Governor's School. One exception appears to be that all respondents who report that they are "school teachers" attended the Governor's School before 1978. Seventy-five percent of the school teachers are female, and 100% are white. If students are excluded, almost half of the former Governor's School students are in an occupation classified as Professional I or Professional II. Former Governor's School students report that they are employed as professionals five times more than reported by the general population of North Carolina who have completed twelve years of school or more.

What Do the Former Governor's School Students Perceive To Be the Effect That the Governor's School Has Had On Them?

Effect of the Governor's School. This section sought to determine how former Governor's School students perceived the effect that the Governor's School has had on them. A group of statements were provided to which the students indicated their degree of agreement by responding on a scale of 1 to 5, with 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). A mean was determined for each student, and the overall mean of the individual means was then determined. See Table 62. An overall mean of $\bar{x} = 3.486$ indicates that the students agreed that the Governor's School has had an

Table 62

The Mean Response of Former Governor's School Students
to the Effect that the Governor's School Had on Them

Statement	Degree of Agreement Mean
Attending the Governor's School made a difference in preparing me for my present or future chosen field (occupation)	3.821
The Governor's School helped me to accomplish what I have achieved in life	3.829
My chosen occupation is directly related to the "Area I" subject for which I was chosen to attend the Governor's School	3.097
My chosen occupation is the result of being exposed to the "general area" while I attended the Governor's School	2.856
My chosen occupation is related to my experience at the Governor's School	3.601
I made important contacts for the future at the Governor's School	3.283
I became part of an "Old Boy/Old Girl" network which developed at the Governor's School	3.000
I made leadership contacts that influenced my future while attending the Governor's School	2.998
I was exposed to a wide variety of experiences through the "Area II" emphasis at the Governor's School	4.098
Overall Degree of Agreement*	3.486

*The Overall Degree of Agreement was obtained by computing the mean response for each individual student and finding the mean of the individual mean responses.

effect on them. The students perceived that the Governor's School had made a difference in preparing them for their present or future chosen field/occupation ($\bar{x} = 3.821$) and that the Governor's School helped them to accomplish what they have achieved so far ($\bar{x} = 3.829$). Many said their chosen occupation is directly related to the "Area I" subject for which they were chosen to attend the Governor's School ($\bar{x} = 3.097$), while others said their chosen occupation is the result of being exposed to the "general area" while attending the Governor's School ($\bar{x} = 2.856$). Most said their chosen occupation is related to their experience at the Governor's School ($\bar{x} = 3.601$). Many felt they made important contacts for the future at the Governor's School ($\bar{x} = 3.283$). Some perceived they became part of an "Old Boy/Old Girl" network which developed at the Governor's School ($\bar{x} = 3.000$). Some felt they made leadership contacts that influenced their future while attending the Governor's School ($\bar{x} = 2.998$). Overwhelmingly former students perceived that they were exposed to a wide variety of experiences through the "Area II" emphasis at the Governor's School ($\bar{x} = 4.098$).

Degree of agreement with the effect of the Governor's School. Table 63 shows the degree of agreement which the students felt with statements about the effect of the Governor's School on them. Three hundred seventeen (47.7%) of the students' means agreed or strongly agreed with the

statements provided, while 82 (12.3%) of the students disagreed or strongly disagreed with the statements provided. As they responded to the given statements, 87.5% were not negative.

Table 63 .

Number and Percentage of Former Governor's School Students
Indicating Their Degree of Agreement with the
Effect of the Governor's School on Them

Degree of Agreement	Number	Percentage
Strongly disagree (1.0 - 1.499)	4	.6
Disagree (1.5 - 2.499)	78	11.7
Neutral (2.5 - 3.499)	265	39.8
Agree (3.5 - 4.499)	225	33.8
Strongly agree (4.5 - 5.00)	92	13.9
No response	2	.3
Total	666	100.0

Overall mean = 3.486

Summary. The students perceive that the Governor's School has, most of all, exposed them to a wide variety of experiences through the Area II emphasis. They felt that the Governor's School made a difference in preparing them for their present or future occupations by helping them accomplish what they have accomplished, and that their occupations are related to their experiences at the Governor's School. Some felt that their occupation was

directly related to their Area I concentration. They felt they made future contacts at the Governor's School and became part of an "Old Boy/Old Girl" network while at the Governor's School. To a lesser extent they felt they made leadership contacts at the Governor's School and that their chosen occupation was related to their exposure to the "general area" at the Governor's School. Overall their degree of agreement was strong that the Governor's School had influenced them.

Does This Perceived Effect Differ Among Former Governor's School Students When Grouped By Demographic Characteristics?

The effect of the Governor's School by Area I concentration. Table 64 shows the numbers of students responding to the effect of the Governor's School by Area I concentration at the Governor's School. It is difficult to get much information from the body of this table other than the establishment of a pattern which is more strongly illustrated by totals. These totals indicate that there are more individuals (92) whose mean response was in the strongly agree range (4.5 to 5.0) than in the combination of the individuals (82) whose mean response fell in the two most negative ranges: "strongly disagree" (1.0 to 1.49) and "disagree" (1.5 to 2.49).

Table 64

Number of Students Indicating Their Degree of General Agreement with the Effect the Governor's School Had on Them, by Area I Concentration at the Governor's School

Area I	Degree of Agreement (as determined by individual mean response)				
	Strongly Disagree 1.0-1.49	Disagree 1.5-2.49	Neutral 2.5-3.49	Agree 3.5-4.49	Strongly Agree 4.5-5.0
ART	0	3	8	9	6
Choral music	1	7	31	26	14
Drama	0	2	17	11	7
English	0	12	33	30	8
French	1	4	9	6	2
Instrumental music	0	12	23	23	11
Mathematics	1	18	60	48	16
Modern dance	0	3	15	9	2
Natural science	1	11	34	39	17
Social science	0	5	32	21	7
Spanish	0	0	2	2	0
Other	0	1	1	0	1
No response	0	0	0	1	1
Total	4	78	265	225	92
Overall mean = 3.486					

Percentage of general agreement with the effect of the Governor's School. Table 65 was constructed by combining the row percentages of students responding "strongly

disagree" and "disagree" to form a "negative" category and combining the row percentages of students responding "agree" and "strongly agree" to form a "positive" category. The percentage of those students whose individual mean fell in the range 2.5 to 3.49 made up a "neutral" category. The

Table 65

Percentage of Former Governor's School Students
Indicating Their General Agreement with the Effect
the Governor's School Had on Them, by Area I Concentrations

Area I	Percentage*		
	Negative	Neutral	Positive
Art	11.5	30.8	57.7
Choral music	10.2	39.2	50.6
Drama	5.4	45.9	48.6
English	14.5	39.8	45.7
French	22.7	40.9	36.4
Instrumental music	17.4	33.3	49.2
Mathematics	13.3	42.0	44.8
Modern dance	10.3	51.7	37.9
Natural science	11.8	33.3	54.9
Social science	7.7	49.2	43.1
Spanish	0.0	50.0	50.0
Other	33.3	33.3	33.3
No response	100.0	0.0	0.0
Total	12.3	39.9	47.0
*Row percentage			

most positive response to the effect that the Governor's School had had on them came from the 26 students attending the Governor's School in the area of art. Fifty-seven and seven-tenths percent of these students agreed that the Governor's School had had a positive effect on them. The next most positive group of respondents was that of the 102 students attending the Governor's School in the area of natural science with 54.9% agreeing that the Governor's School had had a positive effect on them.

Effect of the Governor's School by Area I concentration (performing arts or academic). There is very little difference between the effect of the Governor's School as reported by the respondents in the performing arts area or in the academic area (Table 66). In both cases, the "strongly agree" response by itself almost

Table 66

Number of Students Indicating Their Degree of General Agreement with the Effect the Governor's School Had on Them, by Area I Concentration (Performing Arts or Academic)

Area I	Degree of Agreement (as determined by individual mean response)				
	Strongly Disagree 1.0-1.49	Disagree 1.5-2.49	Neutral 2.5-3.49	Agree 3.5-4.49	Strongly Agree 4.5-5.0
Performing arts	1	27	94	78	40
Academic	3	51	171	146	51
Total	4	78	265	224	91

equals or surpasses the very negative "strongly disagree" plus "disagree" responses.

Percentage of general agreement with the effect of the Governor's School by Area I concentration (performing arts or academic). As shown in Table 67, almost 50% of the respondents in both performing arts and academic attained an mean response of "agree" or "strongly agree" as individual student means were calculated to determine the "Degree of Agreement" with the effect of the Governor's School on them. There are over four times as many performing arts who are positive as compared with those who are negative and essentially the same ratio applies in the area of academic programs.

Table 67

Percentage of Former Governor's School Students Indicating Their General Agreement with the Effect the Governor's School Had on Them, by Area I Concentration (Performing Arts or Academic)

Area I	Percentage*		
	Negative	Neutral	Positive
Performing arts	11.7	39.2	49.2
Academic	12.8	40.0	46.7
Total	12.4	40.0	47.5

*Row percentage

Effect of the Governor's School by year. The pattern of positive responses outweighing negative responses was also found when respondents' data were analyzed by year. The majority of negative responses come in the earlier years, with more responses of "disagree" and "strongly disagree" (Table 68). Statements written on the margins of the questionnaire indicated that some of these respondents had forgotten some of the components of the Governor's School.

Table 68

Number of Students Indicating Their Degree of General Agreement with the Effect the Governor's School Had on Them, by Year Attending the Governor's School

Year	Degree of Agreement (as determined by individual mean response)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1.0-1.49	1.5-2.49	2.5-3.49	3.5-4.49	4.5-5.0
1963-1970	4	27	71	51	9
1971-1975	0	19	63	43	21
1976-1977	0	8	27	23	5
1978-1979 East	0	6	22	19	9
1978-1979 West	0	9	34	24	11
1980-1981 East	0	6	26	33	16
1980-1981 West	0	3	22	31	19
Total	4	78	265	224	90

Percentage of general agreement with the effect of the Governor's School by year. The more recent their Governor's School experience the more positive the former students' responses (Table 69). These experiences of more recent students are fresh in their minds, and they have not had a chance to forget or to have additional outstanding educational experiences apart from their classmates. Over 60 % of those attending during the stratum 1980-1981 East and West both "agree" or "strongly agree" with the statements about the effect of the Governor's School on them.

Table 69

Percentage of Former Governor's School Students
Indicating Their General Agreement with the Effect
the Governor's School Had on Them, by Year
Attending the Governor's School

Year	Percentage*		
	Negative	Neutral	Positive
1963-1970	19.2	43.8	37.1
1971-1975	13.0	43.2	43.9
1976-1977	12.7	43.9	44.4
1978-1979 East	10.7	39.3	50.0
1978-1979 West	11.5	43.6	44.9
1980-1981 East	7.4	32.1	60.5
1980-1981 West	4.0	29.3	66.6
Total	12.4	40.1	47.5

*Row percentage

Effect of the Governor's School by grade level. A pattern of positive responses was maintained when students' judgements were analyzed by grade level, with both rising juniors and rising seniors agreeing that the Governor's School has had an effect on them. See Table 70.

Percentage of general agreement with the effect of the Governor's School by grade level. Table 71 shows a slightly more positive response from rising seniors, but it also shows that rising juniors provided fewer negative responses.

Effect of the Governor's School by sex. Table 72 shows little difference between the pattern of responses of males or females.

Percentage of general agreement with the effect of the Governor's School by sex. Female respondents report more positive feelings and more negative feelings than males, as shown in Table 73.

Effect of the Governor's School by ethnic origin. The pattern of positive responses reported earlier is apparently unrelated to respondents' ethnic origin. See Table 74.

Percentage of the general agreement with the effect of the Governor's School by ethnic origin. When combined, the 95 students who reported that they belonged to a minority group responded more positively to the experience of the Governor's School than did the white students. Of the

Table 70

Number of Students Indicating Their Degree of General Agreement with the Effect the Governor's School Had on Them, by Grade Level as They Attended the Governor's School

Grade Level	Degree of Agreement (as determined by individual mean response)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1.0-1.49	1.5-2.49	2.5-3.49	3.5-4.49	4.5-5.0
Rising junior	2	16	80	57	26
Rising senior	2	62	185	166	65
Total	4	78	265	223	91

Table 71

Percentage of Former Governor's School Students Indicating Their General Agreement with the Effect the Governor's School Had on Them, by Grade Level While Attending the Governor's School

Grade Level	Percentage*		
	Negative	Neutral	Positive
Rising junior	9.9	44.2	45.9
Rising senior	13.3	38.5	48.1
Total	12.4	40.1	47.5

*Row percentage

Table 72

Number of Students Indicating Their Degree of General Agreement with the Effect the Governor's School Had on Them, by Sex

Sex	Degree of Agreement (as determined by individual mean response)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1.0-1.49	1.5-2.49	2.5-3.49	3.5-4.49	4.5-5.0
Male	3	34	129	110	37
Female	1	44	135	114	54
Total	4	78	264	224	91

Table 73

Percentage of Former Governor's School Students Indicating Their General Agreement with the Effect the Governor's School Had on Them, by Sex

Sex	Percentage*		
	Negative	Neutral	Positive
Male	11.9	41.2	46.9
Female	12.9	38.8	48.3
Total	12.4	39.9	47.7

*Row percentage

Table 74

Number of Students Indicating Their Degree of General Agreement with the Effect the Governor's School Had on Them, by Ethnic Origin

Ethnic Origin	Degree of Agreement (as determined by individual mean response)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1.0-1.49	1.5-2.49	2.5-3.49	3.5-4.49	4.5-5.0
White (not Hispanic)	4	67	236	188	72
Black (not Hispanic)	0	7	25	25	15
Hispanic	0	0	1	2	2
American Indian/ Alaskan Native	0	0	0	4	1
Asian/Pacific Islander	0	2	2	5	1
Other	0	2	1	0	0
Total	4	78	265	224	91

minority respondents, 11.6% responded negatively, 30.5% responded neutrally, and 57.9% responded positively ("agree" plus "strongly agree"). The white students were only slightly more negative and only slightly less positive (Table 75).

Table 75

Percentage of Former Governor's School Students
Indicating Their General Agreement with the Effect
the Governor's School Had on Them, by Ethnic Origin

Ethnic Origin	Percentage*		
	Negative	Neutral	Positive
White (not Hispanic)	12.5	41.6	45.9
Black (not Hispanic)	9.7	34.7	55.5
Hispanic	0.0	20.0	80.0
American Indian/Alaskan Native	0.0	0.0	100.0
Asian/Pacific Islander	20.0	20.0	60.0
Other	66.7	33.3	0.0
Total	12.4	40.0	47.5

*Row percentage

Effect of the Governor's School by where former Governor's School students now live. Patterns of positive responses were maintained over the range of locations reported by the respondents to reflect where they now live. See Table 76.

Table 76

Number of Students Indicating Their Degree of General Agreement with the Effect the Governor's School Had on Them, by Where They Now Live

Now Live	Degree of Agreement (as determined by individual mean response)				
	Strongly Disagree 1.0-1.49	Disagree 1.5-2.49	Neutral 2.5-3.49	Agree 3.5-4.49	Strongly Agree 4.5-5.0
Rural community	0	15	54	53	15
Small city	1	15	80	74	31
Medium city	0	13	33	28	6
Sub medium city	1	6	11	7	6
Large city	1	18	40	27	22
Sub large city	0	2	12	10	5
Very large city	0	3	16	17	4
Sub very large city	1	1	13	5	2
Military base	0	3	3	2	0
Other	0	2	3	1	0
No response	0	0	0	1	1
Total	4	78	265	225	92

Percentage of general agreement with the effect of the Governor's School by where former Governor's School students now live. The most negative responses came from the eight individuals who live on military bases (Table 77). The strongest positive responses came from those who live in small cities, suburbs of large cities, and very

large cities, overall respondents' judgements on the effects of the Governor's School do not appear to be related to the urbanism of their present residence.

Table 77

Percentage of Former Governor's School Students
Indicating Their General Agreement with the Effect the
Governor's School Had on Them, by Where They Now Live

Now Live	Percentage		
	Negative	Neutral	Positive
Rural, farm community	10.9	39.4	49.6
Small city, not 50,000	8.0	39.8	52.2
Medium city, 50,000-100,000	16.3	41.3	42.5
Suburb Medium city	22.6	35.5	42.0
Large city, 100,000-500,000	17.6	37.0	45.4
Suburb large city	6.9	41.4	51.7
Very large city over 500,000	7.5	40.0	52.5
Suburb very large city	9.0	59.1	31.8
Military base	37.5	37.5	25.0
Other	33.3	50.0	16.7
No response	0	0	100.0
Total	12.3	39.9	47.8

Effect of the Governor's School by where former Governor's School students lived five years ago. There was a more positive response from those who, five years ago, were still living in the same community that nominated them

for the Governor's School. The least positive responses came from those who reported that they were not in North Carolina five years ago (Table 78).

Table 78

Number of Students Indicating Their Degree of General Agreement with the Effect the Governor's School Had on Them, by Where They Lived Five Years Ago

Area I	Degree of Agreement (as determined by individual mean response)				
	Strongly Disagree		Neutral	Strongly Agree	
	1.0-1.49	1.5-2.49		3.5-4.49	4.5-5.0
			2.5-3.49		
NC same community	0	37	157	147	65
NC different comm	1	22	64	48	15
Not North Carolina	2	18	39	26	6
Foreign Country	1	0	4	2	4
Other	0	1	1	1	1
Total	4	78	265	224	91

Percentage of general agreement with the effect of the Governor's School by where former Governor's School students lived five years ago. Table 79 shows that the most positive responses came from the respondents who were still living in the community which nominated them for the Governor's School and living in a foreign country. Both of these showed over 50% positive responses.

Table 79

Percentage of Former Governor's School Students Indicating Their General Agreement with the Effect the Governor's School Had on Them, by Where They Lived Five Years Ago

Area I	Percentage*		
	Negative	Neutral	Positive
NC same community	9.1	38.7	52.2
NC different community	15.4	42.7	42.0
State not North Carolina	22.0	42.9	35.2
Foreign Country	9.1	36.4	54.6
Other	25.0	25.0	50.0
Total	12.4	40.0	47.5

*Row percentage

Effect of the Governor's School by mobility. As compared with five years ago, students report that they are moving away from the community which nominated them for the Governor's School. This pattern of movement does not seem to be strongly related to the respondents' perceptions of the effect of the Governor's School (Table 80).

Percentage of general agreement with the effect of the Governor's School by mobility. Table 81 shows that the most positive responses came from the respondents who were still living in the community which nominated them for the Governor's School.

Table 80

Number of Students Indicating Their Degree of General Agreement with the Effect the Governor's School Had on Them, by Mobility

Year	Degree of Agreement (as determined by individual mean response)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1.0-1.49	1.5-2.49	2.5-3.49	3.5-4.49	4.5-5.0
NC same community	1	23	103	87	41
NC different comm	0	29	86	71	27
Not North Carolina	3	22	65	60	16
Foreign Country	0	3	3	0	2
Other	0	0	7	6	5
Total	4	77	264	224	91

Table 81

Percentage of Former Governor's School Students Indicating Their General Agreement with the Effect the Governor's School Had on Them, by Mobility

Year	Percentage*		
	Negative	Neutral	Positive
NC same community	9.4	40.4	50.2
NC different community	13.6	40.4	46.0
State not North Carolina	15.1	39.2	45.7
Foreign Country	37.5	37.5	25.0
Other	0	38.9	61.1
Total	12.4	39.9	47.7

*Row percentage

Effect of the Governor's School by where former Governor's School students plan to live five years from now. Students plan to continue moving away from the community which nominated them for the Governor's School. This pattern of movement does not seem to be related to the respondents' perception of the effect of the Governor's School (Table 82).

Table 82

Number of Students Indicating Their Degree of General Agreement with the Effect the Governor's School Had on Them, by Where They Plan to Live Five Years From Now

Grade Level	Degree of Agreement (as determined by individual mean response)				
	Strongly Disagree 1.0-1.49	Disagree 1.5-2.49	Neutral 2.5-3.49	Agree 3.5-4.49	Strongly Agree 4.5-5.0
NC same community	0	7	35	32	12
NC different comm	1	26	89	70	20
Not North Carolina	1	23	70	47	29
Foreign Country	0	2	5	6	4
Other	0	3	3	9	4
Do not know	2	17	63	60	22
Total	4	78	265	224	91

Percentage of general agreement with the effect of the Governor's School by where former Governor's School students plan to live five years from now. A large number of students are uncertain about their plans for where they

will be living five years from now. Of this group, 50 percent responded "agree" or "strongly agree" that the Governor's School has had an effect on them. All groups responded very positively. See Table 83.

Table 83

Percentage of Former Governor's School Students
Indicating Their General Agreement with the Effect
the Governor's School Had on Them, by
Where They Plan to Live Five Years From Now

Grade Level	Percentage*		
	Negative	Neutral	Positive
NC same community	8.1	40.7	51.2
NC different community	13.1	43.2	43.7
State not North Carolina	14.1	41.2	44.7
Foreign Country	11.8	29.4	58.8
Other	15.8	15.8	68.5
Do not know	11.6	38.4	50.0
Total	12.4	40.0	47.5

*Row percentage

Summary. Art students and natural science students responded more frequently than former students in other fields that the Governor's School had had an effect on them. The more recent the Governor's School experience the more positive were students' responses. Rising seniors and females responded slightly more positively than rising

juniors and males. Minority students, on the whole, responded more positively than white students who, because of their dominance in numbers, paralleled the total responses.

How Do Former Governor's School Students Perceive the Policies and Standards of the Governor's School?

Introduction. This section of the questionnaire sought to determine how former students felt about the policies and standards of the Governor's School as they concerned academic requirements for admission to the Governor's School and grade levels of students who attend the Governor's School. Presently, a student who is nominated to attend the Governor's School must meet certain criteria which combine academic aptitude and performance, intelligence, and teacher recommendation in the areas of learning, motivation, creativity and leadership. In addition, a student who is nominated to attend the Governor's School in fine arts or the performing arts must also have a strong aptitude in the visual or performing arts.

Academic requirements by Area I concentration. The respondents overwhelmingly recommended that strict requirements be maintained for all students selected to attend the Governor's School (Table 84). Both performing arts and academic students supported this view.

Table 84

Number and Percentage of Former Governor's School Students
Indicating Their Views on Academic Requirements
for Admission to the Governor's School, by Area I
Concentration (Performing Arts or Academic)

Admission Requirements	Performing Arts		Academic		Total	
	Number	%*	Number	%*	Number	%*
Strict for all	203	84.9	359	85.5	562	85.3
Strict for academic	24	10.0	47	11.2	71	10.8
Lower for all	2	.8	1	.2	3	.5
Other	10	4.2	13	3.1	23	3.5
Total	239	(36.3)**	420	(63.7)**	659	(100.0)

*Column percentage

**Percentage of total

Academic requirements by year attending the Governor's School. Respondents suggested that strict requirements for all be continued, regardless of the year they attended the Governor's School (Table 85). The least support for strict requirements came from those who attended the Governor's School during the first eight years. Respondents from that stratum voiced strong support for strict requirements but they also supported strict requirements for students in the academic area only. The strongest support for strict requirements for all came from respondents who attended the Governor's School from 1978 to the present time at Governor's School West. Governor's School East students

gave slight support to maintaining these requirements for academic students only.

Table 85

Number and Percentage of Former Governor's School Students
Indicating Their Views on Academic Requirements
for Admission to the Governor's School, by Year

Academic Requirements	1963 1970	1971 1975	1976 1977	1978 1979 East	1978 1979 West	1980 1981 East	1980 1981 West
Strict for all	124	127	54	49	71	67	69
	77.0*	89.6*	85.7*	87.5*	92.2*	82.9*	92.0*
Strict for academics	27	12	7	6	3	12	4
	16.8*	8.3*	11.1*	10.7*	3.9*	14.8*	5.3*
Lower for all	2	1	0	0	0	0	0
	1.2*	0.7*					
Other	8	5	2	1	3	2	2
	5.0*	3.4*	3.2*	1.8*	3.9*	2.5*	2.7*
Total	161	145	63	56	77	81	75
	24.5**	22.0**	9.6**	8.5**	11.7**	12.3**	11.4**

*Column percentage

**Percentage of total

Academic requirements by grade level while attending the Governor's School. Both rising juniors and rising seniors were strongly in favor of maintaining strict requirements for all students. See Table 86.

Academic requirements by sex. Both males and females strongly supported the maintenance of strict requirements for admission requirements to the Governor's School, as shown in Table 87.

Academic requirements by ethnic origin. Ethnic origin was not a factor in recommending strict academic requirements for all students entering the Governor's School. Proportionately, students who reported that they belong to a minority group paralleled the students who reported that they were white (Table 88). Minority students gave a slightly stronger response in favor of maintaining strict requirements for all students.

Academic Requirements by where former Governor's School students now live. Table 89 shows that the respondents do not vary much from rural community to very large city in their views that strict academic requirements for the admission to the Governor's School should be maintained. The thirty-one respondents who live in suburbs of medium-sized cities varied most, but the majority of these students also supported maintaining strict academic requirements.

Academic requirements by where former Governor's School students lived five years ago. The majority of respondents support the policy of maintaining strict academic requirements for all students admitted to the

Table 86

Number and Percentage of Former Governor's School Students
Indicating Their Views on Academic Requirements
for Admission to the Governor's School, by Grade Level

Academic Requirements	Rising Junior		Rising Senior		Total	
	Number	%*	Number	%*	Number	%*
Strict for all	155	86.1	406	84.9	561	85.3
Strict for academics	20	11.1	51	10.7	71	10.8
Lower for all	1	.6	2	.4	3	.5
Other	4	2.2	19	4.0	23	3.5
Total	180	(27.4)**	478	(72.6)**	658	100.0

*Column percentage

**Percentage of total

Table 87

Number and Percentage of Former Governor's School Students
Indicating Their Views on Academic Requirements
for Admission to the Governor's School, by Sex

Academic Requirements	Male		Female		Total	
	Number	%*	Number	%*	Number	%*
Strict for all	206	83.6	301	86.7	561	85.3
Strict for academics	34	10.9	37	10.7	71	10.8
Lower for all	1	.3	2	.6	3	.5
Other	16	5.1	7	2.0	23	3.5
Total	311	(49.3)**	347	(52.7)**	658	100.0

*Column percentage

**Percentage of total

Table 88 .

Number and Percentage of Former Governor's School Students
Indicating Their Views on Academic Requirements for
Admission to the Governor's School, by Ethnic Origin

Academic Requirements	White	Black	Hispanic	American Indian Alaskan Native	Pacific Islander	Other
Strict for all	477	65	5	5	8	2
	(84.6)*			(89.5)*,***		
Strict academics	62	7	0	0	2	0
	(11.0)*			(9.5)*,***		
Lower for all	3	0	0	0	0	0
	(0.5)*					
Other	22	0	0	0	0	1
	(3.9)*			(1.1)*,***		
Total	564	72	5	5	10	3
	(85.6)**	(10.9)**	(0.8)**	(0.8)**	(1.5)**	(0.5)**

*Column percentage

**Percentage of total

***Percentage of all minority respondents

Table 89

Number and Percentage of the Former Governor's School Students
Indicating Their Views on Academic Requirements for
Admission to the Governor's School, by Where They Now Live

Academic Requirements	Rural/ Farm Community	Small City not 50,000	Medium City 50,000- 100,000	Suburb Medium City	Large City 100,000- 500,000	Suburb Large City	Very Large Over 500,000	Suburb Very Large City	Military Base	Other	No Response	Total
Strict for all	115 (83.9)*	168 (84.4)*	71 (88.9)*	22 (71.1)*	95 (88.8)*	25 (86.2)*	33 (82.5)*	20 (90.9)*	8 (100.0)*	5 (83.3)*	2 (100.0)*	564 (85.3)*
Strict for academic	18 (13.1)*	20 (10.1)*	4 (5.0)*	9 (29.0)*	10 (9.3)*	4 (13.8)*	4 (10.0)*	1 (4.5)*	0 (0)	1 (16.7)*	0 (0)	71 (10.7)*
Lower for all	1 (0.7)*	0 (0)	1 (1.3)*	0 (0)	0 (0)	0 (0)	1 (2.5)*	0 (0)	0 (0)	0 (0)	0 (0)	3 (0.5)*
Other	3 (2.2)*	11 (5.5)*	4 (5.0)*	0 (0)	2 (1.9)*	0 (0)	2 (5.0)*	1 (4.5)*	0 (0)	0 (0)	0 (0)	23 (3.5)*
Total	137 (20.7)**	199 (30.1)**	80 (12.1)**	31 (4.7)**	107 (16.2)**	29 (4.4)**	40 (6.1)**	22 (3.3)**	8 (1.2)**	6 (0.9)**	2 (0.3)**	661 100.0

*Column percentage

**Percentage of total

Governor's School, regardless of their residence five years ago (Table 90).

Table 90

Number and Percentage of Former Governor's School Students Indicating Their Views on Academic Requirements for Admission to the Governor's School, by Where They Lived Five Years Ago

Academic Requirements	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other
Strict for all	351 (86.7)*	122 (81.9)*	76 (84.4)*	9 (81.8)*	4 (85.3)*
Strict academic	40 (9.9)*	21 (14.1)*	9 (10.0)*	1 (9.1)*	0 (0)
Lower for all	1 (0.2)*	0 (0)	1 (1.1)*	1 (9.1)*	0 (0)
Other	13 (3.2)*	6 (4.0)*	4 (4.4)*	0 (0)	0 (0)
Total	405 (61.5)**	149 (22.6)**	90 (13.7)**	11 (1.7)**	4 (0.6)**

*Column percentage

**Percentage of total

Academic requirements by mobility. The respondents continue to support strict academic requirements for admission to the Governor's School, regardless of whether they have moved from the community which nominated them for the Governor's School, as shown in Table 91.

Table 91

Number and Percentage of Former Governor's School Students
Indicating Their Views on Academic Requirements for
Admission to the Governor's School, by Mobility

Academic Requirements	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other
Strict for all	222 (87.1)*	174 (82.1)*	143 (87.2)*	6 (75.0)*	15 (83.3)*
Strict academic	26 (10.2)*	29 (13.7)*	14 (8.5)*	0 (0)	2 (11.1)*
Lower for all	0 (0)	1 (0.5)*	1 (0.6)*	1 (12.5)*	0 (0)
Other	7 (2.7)*	8 (3.8)*	6 (3.7)*	1 (12.5)*	1 (5.6)*
Total	255 (38.8)**	212 (32.2)**	164 (24.9)**	8 (1.2)**	18 (2.7)**

*Column percentage

**Percentage of total

Academic requirements by where former Governor's
School students expect to be living five years from now.

The respondents express some uncertainty as to where they intend to live five years from now, but they are consistent in supporting strict academic requirements for admission to the Governor's School (Table 92).

Table 92

Number and Percentage of Former Governor's School Students
Indicating Their Views on Academic Requirements for
Admission to the Governor's School, by Where They
Expect To Be Living Five Years From Now

Academic Requirements	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other/ Do Not Know
Strict for all	74 (86.0)*	169 (82.4)*	152 (89.9)*	14 (82.4)*	153 (75.3)*
Strict academic	9 (10.5)*	28 (13.7)*	14 (8.3)*	0 (0)	20 (11.0)*
Lower for all	0 (0)	1 (0.5)*	1 (0.6)*	0 (0)	1 (0.5)*
Other	3 (3.5)*	7 (3.4)*	2 (1.2)*	3 (17.6)*	8 (4.4)*
Total	86 (13.1)**	205 (31.1)**	169 (25.6)**	17 (2.6)**	182 (27.6)**

*Column percentage

**Percentage of total

Grade level requirements by Area I. The majority of former Governor's School students recommend maintaining the student enrollment of rising juniors and rising seniors. However students who attended the school in the performing arts and academic areas disagree slightly. Students in the area of performing arts show some interest in including sophomores, while the students in the area of academic

studies would restrict enrollment to rising seniors only (Table 93).

Table 93

Number and Percentage of Former Governor's School Students Indicating Their Views on Grade Level Requirements for the Governor's School, by Area I Concentration (Performing Arts or Academic)

Grade Level Requirements	Performing Arts		Academic		Total	
	Number	%*	Number	%*	Number	%*
Juniors and seniors	184	77.0	306	72.9	490	74.4
Seniors only	32	13.4	94	22.4	126	19.1
Sophs, jrs, and srs	21	8.8	13	3.1	34	5.2
Other	2	.8	7	1.7	9	1.4
Total	239	(36.3)**	420	(63.7)**	659	100.0

*Column percentage

**Percentage of total

Grade level requirements by year attending the Governor's School. Respondents from 1963 to 1981 give strongest support to continuing to include rising juniors and rising seniors at the Governor's School. Regardless of the year they attended the Governor's School, respondents indicate greater support for accepting rising seniors only, than for including sophomores in the student body. See Table 94.

Table 94

Number and Percentage of Former Governor's School Students
Indicating Their Views on Grade Level Requirements
for the Governor's School, by Year

Grade Level Requirements	1963 1970	1971 1975	1976 1977	1978 1979 East	1978 1979 West	1980 1981 East	1980 1981 West
Juniors and seniors	122	108	45	40	56	60	58
	76.7*	74.0*	71.4*	71.4*	71.8*	74.1*	77.3*
Seniors only	24	26	13	15	21	16	11
	15.1*	17.8*	20.6*	26.8*	26.9*	19.8*	14.7*
Soph., jr. and sr.	10	10	4	1	1	4	4
	6.3*	6.8*	6.3*	1.8*	1.3*	4.9*	5.3*
Other	3	2	1	0	0	1	2
	1.9*	1.4*	1.6*			1.2*	2.7*
Total	159	146	63	56	78	81	75
	24.2**	22.2**	9.6**	8.5**	11.9**	12.3**	11.4**

*Column percentage

**Percentage of total

Grade level requirements by grade level. Respondents who were rising seniors when they attended the Governor's School gave the strongest support to raising the requirements to include rising seniors only. Respondents who were rising juniors when they attended the Governor's School showed their support for maintaining the present policy of accepting rising juniors and rising seniors.

Little support by either group was given to including sophomores in the student body (Table 95).

Grade level requirements by sex. Proportionately, a few more males than females would accept rising seniors only, while proportionately, a few more females than males would include sophomores in the student body (Table 96). A large percentage of both males and females favor maintaining the present policy of accepting rising juniors and rising seniors.

Grade level requirements by ethnic origin. Proportionately, minority students would be more inclined to include sophomores in the student body than to restrict the student body to rising seniors only. Proportionately white students give some support to restricting the student body to rising seniors only. Both white and minority students strongly support the present policy of accepting rising juniors and rising seniors. Ten percent more minority students than white students support this policy (Table 97).

Grade level requirements by where former Governor's School students now live. The majority of respondents would recommend that the grade level requirements remain the same and this is true of former students regardless of the urbanism of their residences (Table 98). If any changes were to be made, they would recommend that students be limited to rising seniors only. This is true across the

Table 95

Number and Percentage of Former Governor's School Students
Indicating Their Views on Grade Level Requirements
for the Governor's School, by Grade Level

Grade Level Requirements	Rising Juniors		Rising Senior		Total	
	Number	%*	Number	%*	Number	%*
Juniors and seniors	152	85.4	337	70.2	489	74.3
Seniors only	12	6.7	114	23.8	126	19.1
Sophs, jrs, and srs	12	6.7	22	4.6	34	5.2
Other	2	1.1	7	1.5	9	1.4
Total	178	(27.1)**	480	(72.9)**	658	100.0

*Column percentage

**Percentage of total

Table 96

Number and Percentage of Former Governor's School Students
Indicating Their Views on Grade Level Requirements
for the Governor's School, by Sex

Grade Level Requirements	Male		Female		Total	
	Number	%*	Number	%*	Number	%*
Juniors and seniors	226	72.7	264	76.1	490	74.5
Seniors only	68	21.9	58	16.7	126	19.1
Sophs, jrs, and srs	9	2.9	24	6.9	33	5.0
Other	8	2.6	1	.3	9	1.4
Total	311	(47.3)**	347	(52.7)**	658	100.0

*Column percentage

**Percentage of total

Table 97

Number and Percentage of Former Governor's School Students
Indicating Their Views on Grade Level Requirements
for the Governor's School, by Ethnic Origin

Grade Level Requirements	White	Black	Hispanic	American Indian Alaskan Native	Asian Pacific Islander	Other
Junior and senior	412	63	4	5	4	2
	(72.9)*			(82.1)*,***		
Seniors only	119	3	0	0	4	0
	(21.1)*			(7.4)*,***		
Soph., jr. and sr.	25	5	1	0	2	1
	(4.4)*			(9.5)*,***		
Other	9	0	0	0	0	0
	(1.6)*			(0)		
Total	565	71	5	5	10	3
	85.7**	10.8**	0.8**	0.8**	1.5**	0.5**

*Column percentage

**Percentage of total

***Percentage of all minority respondents

Table 98

Number and Percentage of the Former Governor's School Students
Indicating Their Views on Grade Level Requirements for
Admission to the Governor's School, by Where They Now Live

Grade Level Requirements	Rural/ Farm Community	Small City not 50,000	Medium City 50,000- 100,000	Suburb Medium City	Large City 100,000- 500,000	Suburb Large City	Very Large Over 500,000	Suburb Very Large City	Military Base	Other	No Response	Total
Juniors and seniors	100	149	59	19	83	23	32	17	5	3	0	490
	(73.0)*	(74.5)*	(73.8)*	(63.3)*	(76.9)*	(79.3)*	(82.1)*	(77.3)*	(62.5)*	(50.0)*	(0)	(74.1)*
Seniors only	29	39	12	10	18	5	3	4	3	3	2	128
	(21.2)*	(19.5)*	(15.0)*	(33.3)*	(16.7)*	(17.2)*	(7.7)*	(18.2)*	(37.5)*	(50.0)*	(100.0)*	(19.4)*
Sophs, jrs, and srs	7	10	7	1	6	1	1	1	0	0	0	34
	(5.1)*	(5.0)*	(8.8)*	(3.3)*	(5.6)*	(3.4)*	(2.6)*	(4.5)*	(0)	(0)	(0)	(5.1)*
Other	1	2	2	0	1	0	3	0	0	0	0	9
	(0.7)*	(1.0)*	(2.5)*	(0)	(0.9)*	(0)	(7.7)*	(0)	(0)	(0)	(0)	(1.4)*
Total	137	200	80	30	108	29	39	22	8	6	2	661
	(20.7)**	(30.3)**	(12.1)**	(4.5)**	(16.3)**	(4.4)**	(5.9)**	(3.3)**	(1.2)**	(0.9)**	(0.3)**	100.0

*Column percentage

**Percentage of total

total range of places where students are now living, from rural communities to very large cities.

Academic requirements by where former Governor's School students lived five years ago. Respondents are consistent across where they lived five years ago in maintaining that grade level requirements for admission to the Governor's School not be changed (see Table 99).

Table 99

Number and Percentage of Former Governor's School Students Indicating Their Views on Grade Level Requirements for Admission to the Governor's School, by Where They Lived Five Years Ago

Grade Level Requirements	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other
Juniors and seniors	300	115	66	6	3
	(73.9)*	(77.2)*	(74.2)*	(54.5)*	(75.0)*
Seniors only	84	22	18	2	0
	(20.7)*	(14.8)*	(20.2)*	(18.2)*	(0)
Sophs, jrs, and srs	16	11	4	2	1
	(3.9)*	(7.4)*	(4.5)*	(18.2)*	(25.0)*
Other	6	1	1	1	0
	(1.5)*	(0.7)*	(1.1)*	(9.1)*	(0)
Total	406	149	89	11	4
	(61.6)**	(22.6)**	(13.5)**	(1.7)**	(0.6)**

*Column percentage

**Percentage of total

Academic requirements by mobility. Respondents' preferences for academic requirements for admission to the Governor's School are essentially independent of whether they remained in the community that nominated them for the Governor's School or moved away (see Table 100). The column percentages remain very similar even though many students are no longer in the communities which nominated them for the Governor's School.

Table 100

Number and Percentage of Former Governor's School Students
Indicating Their Views on Grade Level Requirements for
Admission to the Governor's School, by Mobility

Grade Level Requirements	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other
Juniors and seniors	187 (73.3)*	162 (76.1)*	124 (76.1)*	4 (50.0)*	11 (61.1)*
Seniors only	55 (21.6)*	35 (16.4)*	28 (17.2)*	3 (37.5)*	5 (27.8)*
Sophs, jrs, and srs	11 (4.3)*	14 (6.6)*	7 (4.3)*	0 (0)	2 (11.1)*
Other	2 (0.8)*	2 (0.9)*	4 (2.5)*	1 (12.5)*	0 (0)
Total	255 (38.8)**	213 (32.4)**	163 (24.8)**	8 (1.2)**	18 (2.7)**

*Column percentage

**Percentage of total

Academic requirements by where former Governor's
School students expect to be living five years from now.

The respondents may not know where they will be living five years from now, but they do know that they support maintaining the grade level requirements for admission to the Governor's School as they are now (Table 101). There is some support for selecting only rising seniors and very little support for including younger students and selecting sophomores along with rising juniors and rising seniors.

Table 101

Number and Percentage of Former Governor's School Students
Indicating Their Views on Grade Level Requirements for
Admission to the Governor's School, by Where They
Expect To Be Living Five Years From Now

Grade Level Requirements	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other/ Do Not Know
Juniors and seniors	60 (69.8)*	157 (76.2)*	126 (75.0)*	14 (82.4)*	133 (73.1)*
Seniors only	17 (19.8)*	42 (20.4)*	32 (19.0)*	2 (11.8)*	33 (18.1)*
Sophs, jrs, and srs	8 (9.3)*	6 (2.9)*	7 (4.2)*	1 (5.9)*	12 (6.6)*
Other	1 (1.2)*	1 (0.5)*	3 (1.8)*	0 (0)	4 (2.2)*
Total	86 (13.1)**	206 (31.1)**	168 (25.6)**	17 (2.6)**	182 (27.6)**

*Column percentage

**Percentage of total

Summary. The former Governor's School students felt that strict academic requirements should be maintained for all students selected to attend the Governor's School and that these students should continue to be rising juniors and rising seniors.

Do Former Governor's School Students Believe that the Governor's School Curriculum Should Be Varied Or Modified?

Introduction. This section of the questionnaire sought to determine how former Governor's School students felt about the quality and appropriateness of various elements of the curriculum of the Governor's School. The students responded on a scale indicating their agreement with the given components of the Governor's School in Area I and Area II. The scale had a range of 1 to 5 with "1" (strongly disagree), "2" (disagree), "3" (neutral), "4" (agree), and "5" (strongly agree). The students were asked to respond to questions about Area III and to tell what elements they thought should be emphasized most and least. Finally, they were asked to tell what the Area I subject listings should be.

Quality and appropriateness of Area I. Responding on a scale of 1 to 5, respondents' overall degree of agreement with the components of Area I had a mean of 4.020. This overall degree of agreement was obtained by determining the individual mean for each student and then finding the mean of the individual means (Table 102). The respondents

Table 102

The Mean Response of Former Governor's School Students
Indicating Their Feelings About the Quality and
Appropriateness of Various Elements of Area I

Elements of Area I	Degree of Agreement Mean
The length of time spent on "Area I" activities was appropriate.	4.142
The <u>Teaching Faculty</u> was appropriate.	4.288
The teaching faculty was knowledgeable in their assigned area.	4.524
The teaching faculty was able to relate to students.	4.268
The <u>Visiting Consultants</u> were appropriate.	3.847
The visiting consultants were knowledgeable in their assigned area.	4.073
The visiting consultants were able to relate to students.	3.656
The time visiting consultants spent on campus was appropriate.	3.528
The <u>Activities in "Area I"</u> were appropriate.	4.330
Lectures	4.173
Labs	4.067
Discussions	4.272
Panels	3.935
Media Presentations	4.021
Other	4.382
The facilities for "Area I" activities were appropriate.	4.199
Quantity	4.097
Quality	4.198
Accessibility	4.202
Other	3.792
The materials for "Area I" activities were appropriate.	4.180
Quantity	4.103
Quality	4.165
Accessibility	4.115
Other	3.786
The equipment for "Area I" activities was appropriate.	4.157
Quantity	4.042
Quality	4.106
Accessibility	4.077
Other	3.941
Overall degree of agreement*	4.020

*The Overall Degree of Agreement was obtained by computing the mean response for each individual student and finding the mean of the individual mean responses.

agreed that the length of time in the area was appropriate, that the teaching faculty and visiting consultants were knowledgeable. They felt that the activities, facilities, materials, and equipment in Area I were appropriate. Questioned most was the appropriateness of panels as an activity in Area I even though the mean for that question was 3.935.

Quality and appropriateness of Area II. The respondents' overall degree of agreement with the components of Area II had a mean of 3.728 (Table 103). The overall mean was obtained by computing the individual mean for each respondent and then computing the mean of the individual means. The respondents felt that the length of time in Area II was appropriate and they agreed that the teaching faculty and visiting consultants were knowledgeable. They felt the activities, facilities, materials, and equipment were appropriate. The activity considered most appropriate in this area was that of discussion, with a mean of 4.080.

Elements of Area III, personal growth. The respondents felt that in Area III, personal growth, major emphasis should be placed on (1) self-concept, (2) independence, and (3) frustration, anxiety, and conflict; and least emphasis should be placed on (1) religion, (2) intelligence, and (3) aesthetics (Table 104).

Table 103

The Mean Response of Former Governor's School Students
Indicating Their Feelings About the Quality and
Appropriateness of Various Elements of Area II

Elements of Area II	Degree of Agreement Mean
The length of time spent on "Area II" activities was appropriate.	3.730
The <u>Teaching Faculty</u> was appropriate.	3.855
The teaching faculty was knowledgeable in their assigned area.	4.033
The teaching faculty was able to relate to students.	3.878
The <u>Visiting Consultants</u> were appropriate.	3.719
The visiting consultants were knowledgeable in their assigned area.	3.862
The visiting consultants were able to relate to students.	3.551
The time visiting consultants spent on campus was appropriate.	3.469
The <u>Activities in "Area II"</u> were appropriate.	3.890
Lectures	3.838
Labs	3.695
Discussions	4.080
Panels	3.822
Media Presentations	3.823
Other	3.556
The facilities for "Area II" activities were appropriate.	3.969
Quantity	3.920
Quality	3.916
Accessibility	3.933
Other	3.635
The materials for "Area II" activities were appropriate.	3.839
Quantity	3.764
Quality	3.828
Accessibility	3.802
Other	3.525
The equipment for "Area II" activities was appropriate.	3.829
Quantity	3.802
Quality	3.820
Accessibility	3.793
Other	3.509
Overall degree of agreement*	3.724

*The Overall Degree of Agreement was obtained by computing the mean response for each individual student and finding the mean of the individual mean responses.

Table 104

Number of Former Governor's School Students Indicating
the Elements in Area III (Personal Growth) They Think
Most Important and Least Important to Emphasize

Elements of Area III	Most Important	Least Important
Self concept	394*	20
Independence	209*	91
Intelligence	85	235**
Nature of personality	123	122
Personality and culture	82	121
Frustration, anxiety, and conflict	180*	114
Conformity and non-conformity	127	166
Ethics and morality	151	116
Religion	47	289**
Aesthetics	52	214**
Individual and society	177	80
Other	15	6

* Three (3) most important elements to emphasize

** Three (3) least important elements to emphasize

Elements of Area III, social development. The respondents felt that in Area III, social development, (1) finding that there are others like you and (2) ethics and morality, should be stressed. They felt that least emphasis should be placed on (1) extracurricular activities and (2) conformity and nonconformity (Table 105).

Table 105

Number of Former Governor's School Students Indicating the Elements of Area III (Social Development) They Think Most Important and Least Important to Emphasize

Elements of Area III	Most Important	Least Important
Finding that there are others like you	314*	172
Extracurricular activities	188	249**
Conformity and nonconformity	176	229**
Ethics and morality	208*	186
Individual and society	193	177
Other	11	10

* Two (2) most important elements to emphasize

** Two (2) least important elements to emphasize

Area I listings of subjects. The majority of former students (86.8%) felt the current Area I listings of subjects should be maintained. They had some interest in integrating subject matter in the area of communication, a separate subject area school emphasizing technology, and integrating subject matter in the area of environmental

studies and conservation or resources, as shown in Table 106.

Table 106

Number of Former Governor's School Students Indicating What They Feel the Area I Listings of Subjects Should Be

Area I Listings of Subjects	Number
Maintain the Area I listings as they are now	578
Limit Area I to academic subjects only	25
Limit Area I to visual and performing arts	3
Separate school for the visual and performing arts	58
Create separate schools for	
Technology	136
Foreign language	31
Marine biology	42
Visual and performing arts	43
Other	12
Create schools which integrate subjects in	
Communication	170
Environmental studies	104
Conservation of resources	89
Other	10
Other	47

Summary. Former Governor's School students agreed, on the scale of 1 to 5, ($\bar{x} = 4.020$), that overall the "Area I" experience was appropriate in terms of time spent on

activities, teaching faculty, visiting consultants, activities, facilities, materials, and equipment. They also perceived ($\bar{x} = 3.728$) that overall, the "Area II" experience was appropriate in terms of time spent on "Area II" activities, teaching faculty, visiting consultants, activities, facilities, materials, and equipment. The three areas they felt most strongly should be emphasized in "Area III," the area of personal growth, were (1) self-concept, (2) independence, and (3) frustration, anxiety, and conflict. The three areas they felt should be least emphasized were (1) religion, (2) intelligence, (3) aesthetics. In the "Area III" component on social development, they thought the two most important areas to emphasize were (1) others like you, and (2) ethics and morality. The two least important areas to emphasize were judged to be (1) extracurricular activities, and (2) conformity and nonconformity.

The majority of former Governor's School students felt that the current "Area I" groupings of subjects should be maintained. There was some interest in creating schools which integrated the subject matter in communication and some interest in creating separate schools in the subject area of technology. The students were emphatic that they gained from being around students from all areas, both academic and performing arts.

How Does the Former Governor's School Student Perceive the Organization Of the Governor's School?

Introduction. This section sought to determine how former Governor's School students perceived the organization of the Governor's School with respect to the number of sites, what those sites should be, and how many students should be included.

Number of sites. The majority of students (64.0%) felt that the current number of sites for the Governor's School should be maintained, with separate east and west campuses (Table 107). The remaining students were divided almost equally into two groups: (1) reduce to one site, west only (15.3%), and (2) increase to more than east and west (16.5%).

Table 107

Number and Percentage of Former Governor's School Students
Indicating the Number of Sites They Recommend
for the Governor's School

Number of Sites	Number	Percentage
Maintain as now (east and west)	426	64.0
Reduce (west only)	102	15.3
Reduce (east only)	8	1.2
Increase	110	16.5
No response	20	3.0
Total	666	100.0

Number of sites by Area I. On the question of organization of the Governor's School, there is almost no difference between the responses of former students when separated by performing arts and academic areas of admission. See Table 108.

Table 108

Number and Percentage of Former Governor's School Students
Indicating the Number of Sites They Recommend for the
Governor's School by Area I Concentration

Number of Sites	Performing Arts		Academic		Total	
	Number	%*	Number	%*	Number	%*
Maintain as now	156	65.8	268	65.8	424	65.8
Reduce (west only)	37	15.6	65	16.0	102	15.8
Reduce (east only)	4	1.7	4	1.0	8	1.2
Increase	40	16.9	70	17.2	110	17.1
Total	237(36.8)**		407(63.2)**		644	100.0

*Column percentage

**Percentage of total

Number of sites by year attending the Governor's School. The only constant seen in Table 109 is that there is no support for reducing the Governor's School sites to east only. The most recent Governor's School graduates would recommend maintaining the current number of sites or increasing the number of sites. Students who attended Governor's School East gave almost no support to reducing

Table 109

Number and Percentage of Former Governor's School Students
Indicating the Number of Sites They Recommend for the
Governor's School, by Year Attending the Governor's School

Number of Sites	1963 1970	1971 1975	1976 1977	1978 1979	1978 1979	1980 1981	1980 1981
				East	West	East	West
East and west	106	86	27	43	58	55	48
	71.6*	60.6*	42.9*	76.8*	74.4*	67.9*	64.0*
Reduce west only	24	35	29	2	9	1	2
	16.2*	24.6*	46.0*	3.6*	11.5*	1.2*	2.7*
Reduce east only	3	3	0	1	0	0	1
	2.0*	2.1*	0	1.8*	0	0	1.3*
Increase	15	18	7	10	11	25	24
	10.1*	12.7*	11.1*	17.9*	14.1*	30.9*	32.0*
Total	148	142	63	56	78	81	75
	23.0**	22.1**	9.8**	8.7**	12.1**	12.6**	11.7**

*Column percentage

**Percentage of total

the number of sites to west only. Students who attended the Governor's School between 1978 and 1979 (east and west) gave the strongest support to maintaining the current sites. The most recent graduates gave the strongest support to increasing the number of sites. The students who attended the Governor's School between 1976 and 1977 (Governor's School East did not exist at that time) gave the strongest support to reducing the sites to west only.

A few respondents wrote on the questionnaire that they did not know that there were two sites for the Governor's School.

Number of sites by grade level. Respondents who attended the Governor's School as rising juniors gave most support to maintaining the current number of sites, and least support to reducing the sites to west only (Table 110).

Table 110

Number and Percentage of Former Governor's School Students
Indicating the Number of Sites They Recommend for the
Governor's School, by Grade Level

Number of Sites	Rising Junior		Rising Senior		Total	
	Number	%*	Number	%*	Number	%*
Maintain as now	127	72.2	296	63.4	423	65.8
Reduce (west only)	20	11.4	82	17.6	102	15.9
Reduce (east only)	2	1.1	6	1.3	8	1.2
Increase	27	15.3	83	17.8	110	17.1
Total	176(27.4)**		467(72.6)**		643	100.0

*Column percentage

**Percentage of total

Number of sites by sex. Male respondents gave most support to reducing the Governor's School sites to west only, and females gave most support to increasing the number of Governor's School sites. The majority of both

males and females supported maintaining the current number of Governor's School sites (Table 111).

Table 111

Number and Percentage of Former Governor's School Students
Indicating the Number of Sites They Recommend for the
Governor's School, by Sex

Number of Sites	Male		Female		Total	
	Number	%*	Number	%*	Number	%*
Maintain as now	186	61.8	238	69.6	424	65.9
Reduce (west only)	65	21.6	37	10.8	102	15.9
Reduce (east only)	5	1.7	3	.9	8	1.2
Increase	45	15.0	64	18.7	109	17.0
Total	301(46.8)**		342(53.2)**		643	100.0

*Column percentage

**Percentage of total

Number of sites by ethnic origin. Proportionately, the students who reported that they belonged to a minority group were more supportive of maintaining the current number of Governor's School sites. These minority students were only slightly more supportive than were majority students, of increasing the number of sites for the Governor's School. They were also less supportive of reducing the sites to west only. There was little support for decreasing the Governor's School sites to east only. See Table 112.

Table 112

Number and Percentage of Former Governor's School Students
Indicating the Number of Sites They Recommend for the
Governor's School, by Ethnic Origin

Number of Sites	White	Black	Hispanic	American Indian Alaskan Native	Asian Pacific Islander	Other
East and west	357 (65.0)*	52	4	4 (70.5)*,***	6	1
West only	92 (16.8)*	9	0	0 (10.5)*,***	0	1
East only	7 (1.3)*	0	0	0 (1.1)*,***	1	0
Increase	93 (16.9)*	11	1	1 (17.9)*,***	3	1
Total	549 (85.2)**(11.2)**(0.8)**(0.8)**(1.6)**(0.5)**	72	5	5	10	3

*Column percentage

**Percentage of total

***Percentage of all minority respondents

Number of sites by where former Governor's School students now live. The majority of respondents would recommend that the number of Governor's School sites remain the same. This is true regardless of the urbanism of the community in which former students now live. See Table 113.

Table 113

Number and Percentage of the Former Governor's School Students
Indicating the Number of Sites They Recommend,
by Where They Now Live

Number of Sites	Rural/ Farm Community	Small City not 50,000	Medium City 50,000- 100,000	Suburb Medium City	Large City 100,000- 500,000	Suburb Large City	Very Large Over 500,000	Suburb Very Large City	Military Base	Other	No Response	Total
Maintain as now	92	130	51	20	17	18	21	14	5	2	2	426
	(67.2)*	(67.0)*	(65.4)*	(69.0)*	(67.6)*	(64.3)*	(53.8)*	(66.7)*	(71.4)*	(33.3)*	(100.0)*	(65.9)*
Reduce (west only)	19	33	9	1	17	1	10	6	2	4	0	102
	(13.9)*	(17.0)*	(11.5)*	(3.4)*	(16.2)*	(3.6)*	(25.6)*	(28.6)*	(28.6)*	(66.7)*	(0)	(15.8)*
Reduce (east only)	3	1	0	2	0	1	1	0	0	0	0	8
	(2.2)*	(0.5)*	(0)	(6.9)*	(0)	(3.6)*	(2.6)*	(0)	(0)	(0)	(0)	(1.2)*
Increase	23	30	18	6	17	8	7	1	0	0	0	110
	(16.8)*	(4.6)*	(23.1)*	(20.7)*	(16.2)*	(28.6)*	(17.9)*	(4.8)*	(0)	(0)	(0)	(17.0)*
Total	137	194	78	29	105	28	39	21	7	6	2	646
	(21.7)**	(30.0)**	(12.1)**	(4.5)**	(16.3)**	(4.3)**	(6.0)**	(3.3)**	(1.1)**	(0.9)**	(0.3)**	100.0

*Column percentage

**Percentage of total

Number of sites by where former Governor's School students lived five years ago. The majority of respondents are consistent across where they lived five years ago in maintaining that the number of Governor's School sites should not be changed. Respondents who lived in North Carolina in a community different from the community which nominated them for the Governor's School gave the strongest support for reducing the number of Governor's School sites to west only (Table 114). This can possibly be explained

Table 114

Number and Percentage of Former Governor's School Students
Indicating The Number of Sites They Recommend,
by Where They Lived Five Years Ago

Number of Sites	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other
Maintain as now	273 (67.7)*	90 (62.9)*	53 (63.9)*	6 (54.5)*	2 (50.0)*
Reduce (west only)	52 (12.9)*	36 (25.2)*	12 (14.5)*	1 (9.1)*	1 (25.0)*
Reduce (east only)	1 (0.2)*	3 (2.1)*	2 (2.4)*	2 (18.2)*	0 (0)
Increase	77 (19.1)*	14 (9.8)*	16 (19.3)*	2 (18.2)*	1 (25.0)*
Total	403 (62.6)**	143 (22.2)**	83 (12.9)**	11 (1.7)**	4 (0.6)**

*Column percentage

**Percentage of total

by realizing that these respondents were older than others, and only had experience with Governor's School West.

Number of sites by mobility. Former students who give the greatest support to maintaining the current number of Governor's School sites are those who are still living in the same community which nominated them for the Governor's School. See Table 115. The farther the respondents have

Table 115

Number and Percentage of Former Governor's School Students Indicating The Number of Sites They Recommend, by Mobility

Number of Sites	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other
Maintain as now	178 (70.1)*	138 (67.0)*	93 (59.2)*	3 (42.9)*	10 (55.6)*
Reduce (west only)	23 (9.1)*	36 (17.5)*	38 (24.2)*	3 (42.9)*	2 (11.1)*
Reduce (east only)	1 (0.4)*	1 (0.5)*	4 (2.5)*	1 (14.3)*	1 (5.6)*
Increase	52 (20.5)*	31 (15.0)*	22 (14.0)*	0 (0)	5 (27.8)*
Total	254 (39.5)**	206 (32.0)**	157 (24.4)**	7 (1.1)**	18 (2.8)**

*Column percentage

**Percentage of total

moved from that community, the more often they recommended reducing the number of sites to west only.

Number of sites by where former Governor's School students expect to be living five years from now. The respondents may not know where they will be living five years from now, but they do know that they support maintaining the current number of Governor's School sites (see Table 116). There is some support among respondents

Table 116

Number and Percentage of Former Governor's School Students
Indicating The Number of Sites They Recommend,
by Where They Expect To Be Living Five Years From Now

Number of Sites	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other/ Do Not Know
Maintain as now	16 (71.8)*	136 (67.0)*	105 (64.8)*	8 (50.0)*	114 (64.0)*
Reduce (west only)	7 (8.2)*	35 (17.2)*	30 (18.5)*	2 (12.5)*	28 (15.3)*
Reduce (east only)	1 (1.2)*	1 (0.5)*	4 (2.5)*	1 (6.3)*	1 (0.6)*
Increase	16 (18.8)*	31 (15.3)*	23 (14.2)*	5 (31.3)*	35 (19.7)*
Total	85 (13.2)**	203 (31.5)**	162 (25.2)**	16 (2.5)**	178 (27.7)**

*Column percentage

**Percentage of total

for increasing the number of Governor's School sites or reducing the number of sites to west only. There is little support for reducing the number of Governor's School sites to east only.

Sites recommended. Students responding to this question had responded that they would increase the number of Governor's School sites in the question before this one. They were asked to mark all of the sites that they would recommend. The 110 students responding to this question would recommend east, west, central, and mountains. There was some support for sites in the mountains and at the coast, although it was not as strong as support for the other recommendations. See Table 117.

Table 117

Number and Percentage of Former Governor's School Students
Indicating the Sites They Recommend If the
Number of Sites Are Increased

Recommended Sites	Number	Percentage*
East	89	80.9
West	88	80.0
Central	77	70.0
Mountains (far west)	74	67.3
Coast (far east)	62	56.4
Other	8	7.3

*Percentage of (110) students who would increase the number of sites for the Governor's School

Number of students. Almost the same percentage of former Governor's School students who recommended maintaining the number of sites as they are now, recommended that the number of students remain the same as now (approximately 800 students). See Table 118. The remaining students were split almost equally; 15.5% felt that the number should be reduced and 18.0% felt that the number should be increased.

Table 118

Number and Percentage of Former Governor's School Students
Indicating the Number of Students They Recommend
for the Governor's School

Number of Students	Number	Percentage*
Maintain as now (approximately 800)	426	64.0
Reduced	103	15.5
Increased	120	18.0
No response	17	2.6
Total	666	100.0

*Column percentage

Number of students by Area I. When asked about the enrollment of the Governor's School, there was little difference between responses from students in the area of performing arts and responses from academic area students, as shown in Table 119.

Table 119

Number and Percentage of Former Governor's School Students
Indicating the Number of Students They Recommend for the
Governor's School, by Area I Concentration

Number of Students	Performing Arts		Academic		Total	
	Number	%*	Number	%*	Number	%*
Maintain as now	160	67.5	264	64.4	424	65.5
Reduce	34	14.3	69	16.8	103	15.9
Increase	43	18.1	77	18.8	120	18.5
Total	237(36.6)**		410(63.4)**		647	100.0

*Column percentage

**Percentage of total

Number of students by year. A majority of the support for increasing the number of students at the Governor's School came from the most recent graduates of the Governor's School and the graduates of Governor's School East (Table 120). More support for decreasing the number of students at the Governor's School came from former students who attended the Governor's School from 1976 to 1977, before there were two sites as there are now. The number of students at the Governor's School in those years was approximately half of the number included now.

Number of students by grade level. A majority of respondents, regardless of their high school year when they attended the Governor's School supported maintaining a Governor's School enrollment of approximately 800 students.

Table 120

Number and Percentage of Former Governor's School Students
Indicating the Number of Students They Recommend for the
Governor's School, by Year Attending the Governor's School

Number of Students	1963 1970	1971 1975	1976 1977	1978 1979	1978 1979	1980 1981	1980 1981
				East	West	East	West
Maintain (800)	110	88	32	37	57	48	52
	72.4*	62.0*	50.8*	66.1*	73.1*	60.0*	69.3*
Reduce	19	31	24	7	9	7	5
	12.5*	21.8*	38.1*	12.5*	11.5*	8.8*	6.7*
Increase	23	23	7	12	12	25	18
	15.1*	16.2*	11.1*	21.4*	15.4*	31.3*	24.0*
Total	152	142	63	56	78	80	75
	23.5**	22.0**	9.8**	8.7**	12.1**	12.4**	11.6**

*Column percentage

**Percentage of total

Respondents who attended the Governor's School when they were rising juniors gave most support, while respondents who attended the Governor's School when they were rising seniors gave some support to increasing the number of students. Neither group of students gave much support to decreasing the number of students (Table 121).

Number of students by sex. The majority of former Governor's School students, regardless of sex, recommended that the number of students be maintained at approximately 800, (see Table 122). More males recommended reducing the

Table 121

Number and Percentage of Former Governor's School Students
Indicating the Number of Students They Recommend for the
Governor's School, by Grade Level

Number of Students	Rising Junior		Rising Senior		Total	
	Number	%*	Number	%*	Number	%*
Maintain as now	122	70.1	301	63.8	423	65.5
Reduce	23	13.2	80	16.9	103	15.9
Increase	29	16.7	91	19.3	120	18.6
Total	174	(26.9)**	472	(73.1)**	646	100.0

*Column percentage

**Percentage of total

Table 122

Number and Percentage of Former Governor's School Students
Indicating the Number of Students They Recommend for
the Governor's School, by Sex

Number of Students	Male		Female		Total	
	Number	%*	Number	%*	Number	%*
Maintain as now	187	61.5	237	69.3	424	65.6
Reduce	64	21.1	39	11.4	103	15.9
Increase	53	17.4	66	19.3	119	18.4
Total	304	(17.4)**	342	(52.9)**	646	100.0

*Column percentage

**Percentage of total

number of students and more females recommended increasing the number of students.

Number of students by ethnic origin. Proportionately, there is little difference in the responses given by students who report that they belong to a minority group and the responses given by white students, to the question on Governor's School enrollment (Table 123). A majority of both groups support maintaining the size of the student

Table 123

Number and Percentage of Former Governor's School Students
Indicating the Number of Students They Recommend for
the Governor's School, by Ethnic Origin

Number of Students	White	Black	Hispanic	American Indian Alaskan Native	Asian Pacific Islander	Other
Maintain (800)	362	49	5	4	3	1
	(65.5)*			(62.3)*,***		
Reduce	89	9	0	0	4	1
	(16.6)*			(14.3)*,***		
Increase	102	13	0	1	3	1
	(18.4)*			(18.9)*,***		
Total	553	71	5	5	10	3
	(85.5)**	(11.0)**	(0.8)**	(0.8)**	(1.5)**	(0.5)**

*Column percentage

** Percentage of total

***Percentage of all minority respondents

body at approximately 800 students, divided between the two campuses, east and west.

Number of former Governor's School students by where they now live. A majority of respondents, regardless of the urbanism of their residence, would recommend that the number of Governor's School students remain the same. See Table 124.

Number of former Governor's School students by where they lived five years ago. A majority of the respondents are consistent across where they lived five years ago, in maintaining that the number of Governor's School students should not be changed. Respondents who lived in a North Carolina community different from the high school which nominated them for the Governor's School or lived in a foreign country gave the strongest support for reducing the number of students (Table 125).

Number of former Governor's School students by mobility. The former Governor's School students who gave greatest support to maintaining the current number of Governor's School students are those who are still living in the same community which nominated them for the Governor's School. The farther the former student moved from that community, the more often they recommend reducing the number of students. See Table 126.

Table 124

Number and Percentage of the Former Governor's School Students
Indicating the Number of Students They Recommend,
by Where They Now Live

Number of Students	Rural/ Farm Community	Small City not 50,000	Medium City 50,000- 100,000	Suburb Medium City	Large City 100,000- 500,000	Suburb Large City	Very Large Over 500,000	Suburb Very Large City	Military Base	Other	No Response	Total
Maintain (800)	99	129	28	20	61	22	22	14	6	3	2	426
	(72.8)*	(66.2)*	(61.5)*	(69.0)*	(57.0)*	(78.6)*	(56.4)*	(63.6)*	(85.7)*	(50.0)*	(100.0)*	(65.6)*
Reduce	18	32	10	4	21	1	8	5	1	3	0	103
	(13.2)*	(16.4)*	(12.8)*	(13.8)*	(19.6)*	(3.6)*	(20.5)*	(22.7)*	(14.3)*	(50.0)*	(0)	(15.4)*
Increase	19	34	20	5	25	5	9	3	0	0	0	120
	(14.0)*	(17.4)*	(25.6)*	(17.2)*	(23.4)*	(17.9)*	(23.1)*	(13.6)*	(0)	(0)	(0)	(18.5)*
Total	136	195	78	29	107	28	39	22	7	6	2	646
	(21.0)**	(30.0)**	(12.0)**	(4.5)**	(16.5)**	(4.3)**	(6.0)**	(3.4)**	(1.1)**	(0.9)**	(0.3)**	100.0

*Column percentage

**Percentage of total

Table 125

Number and Percentage of Former Governor's School Students
 Indicating The Number of Students They Recommend,
 by Where They Lived Five Years Ago

Number of Students	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other
Maintain (800)	267	94	54	6	3
	(65.9)*	(65.7)*	(64.3)*	(54.5)*	(75.0)*
Reduce	60	28	13	2	0
	(14.8)*	(19.6)*	(15.5)*	(18.2)*	(0)
Increase	78	21	17	3	1
	(19.3)*	(14.7)*	(20.2)*	(27.3)*	(25.0)*
Total	405	143	84	11	4
	(62.6)**	(22.1)**	(13.0)**	(1.7)**	(0.6)**

*Column percentage

**Percentage of total

Table 126.

Number and Percentage of Former Governor's School Students
Indicating The Number of Students They Recommend,
by Mobility

Number of Students	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other
Maintain (800)	178	134	92	4	14
	(70.1)*	(64.4)*	(58.2)*	(57.1)*	(77.8)*
Reduce	27	34	38	3	1
	(10.6)*	(16.3)*	(24.1)*	(42.9)*	(5.6)*
Increase	49	40	28	0	3
	(19.3)*	(19.2)*	(17.7)*	(0)	(16.7)*
Total	254	208	158	7	18
	(39.3)**	(32.2)**	(24.5)**	(1.1)**	(2.8)**

*Column percentage

**Percentage of total

Number of former Governor's School students by where they expect to be living five years from now. Respondents may not know where they will be living five years from now, but they do know that they support maintaining the current number of Governor's School students. Among most of these respondent groups, there was more support for increasing the number of students than for reducing the number of students. See Table 127.

Table-127

Number and Percentage of Former Governor's School Students
Indicating The Number of Students They Recommend,
by Where They Expect To Be Living Five Years From Now

Number of Students	Same Community As H S	Different Community From H S	State Not NC	Foreign Country	Other/ Do Not Know
Maintain (800)	63 (74.1)*	133 (65.2)*	104 (63.0)*	11 (68.8)*	113 (63.8)*
Reduce	7 (8.2)*	31 (15.2)*	35 (21.2)*	2 (12.5)*	28 (15.8)*
Increase	15 (17.6)*	40 (19.6)*	26 (15.8)*	3 (18.8)*	36 (20.3)*
Total	85 (13.1)**	204 (31.5)**	165 (25.5)**	16 (2.5)**	177 (27.3)**

*Column percentage

**Percentage of total

Summary. Basically, former Governor's School students perceived that the Governor's School should maintain its present enrollments at its present locations. The remaining respondents were divided almost equally into two groups: (1) former students who said the number of students and the number of sites should be reduced, and (2) former students who said the number of students and the number of sites should be increased. Among those who would choose to increase the number of sites, four locations were most popular: east, west, central, and coast. Some consideration was given to a mountain site.

What Impact Does the Former Governor's School Student Believe That the Governor's School Has Had On North Carolina?

Introduction. This section sought to determine whether the former Governor's School students believed that their attending the Governor's School had had an effect on their local school systems. The areas addressed were their feelings as they returned to their home school, the curriculum changes made by the home school or system, and the additional opportunities offered by the home school or system to enable returning students to continue to pursue interests developed at the Governor's School.

Feelings. Each former Governor's School student was asked to mark as many of a list of feelings as applied to them (Table 128). As they returned to their own high schools, these former Governor's School students reported that they felt an increase in self-esteem, an increase in academic awareness, an increase in leadership ability and some had a feeling of elitism. A few expressed a decrease in each of these areas, while others expressed frustration in not being able to maintain the Governor's School pace.

Curriculum changes. Each former Governor's School student was asked to mark as many of a list of curriculum changes as applied to their school or school system (Table 129). Almost all replied that their home school or system made no changes in their curriculum for returning

Table 128

Number and Percentage of Former Governor's School Students
Indicating Their Feelings as They Returned to High School

Feelings	Number	Percentage*
A feeling of elitism	178	27.2
Increased self-esteem	512	78.3
Decreased self-esteem	15	2.3
Increased leadership ability	370	56.6
Decreased leadership ability	8	1.2
Increased academic awareness	518	79.2
Decreased academic awareness	28	4.3
Other	132	20.2

*Percentage of students (654 students) responding to this question.

Governor's School students. Isolated cases were reported of independent studies and added courses. Some students reported that their systems already offered what they needed and wanted, while the majority of systems could not afford to change for one or two individuals.

Table 129

Number and Percentage of Former Governor's School Students
Indicating the Curriculum Changes Made in
Their Home School System (LEA)

Changes	Number	Percentage*
None	596	91.3
Added specific courses	28	4.3
Added specific teaching techniques	18	2.8
Altered facilities	7	1.1
Altered materials	8	1.2
Altered equipment	5	0.8
Altered media center/library	3	0.5
Other	23	3.5

*Percentage of students (653 students) responding to this question.

Opportunities. Each former Governor's School student was asked to mark as many as applied, among a list of additional opportunities that might have been provided by their home school system, to allow them to continue to pursue interests they developed at the Governor's School (Table 130). Most systems did nothing to provide an

opportunity for these former Governor's School students to pursue the interests they developed at the Governor's School, while some did try to provide additional resources, access to facilities and materials.

Table 130

Number and Percentage of Former Governor's School Students Indicating the Provisions Made by Local Schools to Provide the Opportunity for Them to Continue Their Interests Developed at the Governor's School

Opportunities	Number	Percentage*
Not at all	472	73.3
Additional resources	63	9.8
Additional special faculty	18	2.8
Additional access to facilities	49	7.6
Additional materials	45	7.0
Additional equipment	17	2.6
Additional access to equipment	37	5.7
Additional access to media center/library	24	3.7
Other	75	11.6

*Percentage of students (644 students) responding to this question.

Type of community where the former Governor's School students now live. Of the 666 respondents to the question, "Which of the following best describes the city, town, or place in which you live?" approximately half live in a rural or farming community or in a small city or town

(fewer than 50,000 people that is not a suburb of a larger place), as shown in Table 131. The next largest group of former students live in large cities of between 100,000 and 500,000 people.

Table 131

Number and Percentage of Former Governor's School Students
Indicating Where They Now Live

Now Live	Number	Percentage
Rural or farming community	137	20.6
Small city (fewer than 50,000 people)	201	30.2
Medium-sized city (50,000-100,000 people)	80	12.0
Suburb of a medium-sized city	31	4.7
Large city (100,000-500,000 people)	108	16.2
Suburb of a large city	29	4.4
Very large city (over 500,000 people)	40	6.0
Suburb of a very large city	22	3.3
Military base	8	1.2
Other	6	.9
No response	4	.6
Total	666	100.0

Where the former Governor's School students were living five years ago. Of the 666 students responding to the question, "Five years ago where were you living?" over half responded North Carolina: The same community as the

high school which nominated me for the Governor's School. Of these former students of the Governor's School, 83.5% still lived in North Carolina. This can be explained by the number of recent graduates of the Governor's School who responded to this survey. Only 16.5% were not living in North Carolina five years ago. See Table 132.

Table 132

Number and Percentage of Former Governor's School Students
Indicating Where They Lived Five Years Ago

Location	Number	Percentage
North Carolina (same community as HS)	406	61.0
North Carolina (different community)	150	22.5
State not North Carolina	91	13.7
Foreign country	11	1.7
Other	4	.6
No response	4	.6
Total	666	100.0

Mobility of the former Governor's School students.

Compared with five years ago, one-third less of the former Governor's School students live in the community which nominated them for the Governor's School and 10% less of these former Governor's School students now live in North Carolina. The largest increase has been in residences outside the state of North Carolina (Table 133). These

figures include a number of students attending formal education programs outside North Carolina.

Table 133

Number and Percentage of Former Governor's School Students
Indicating Their Mobility

Location	Number	Percentage
North Carolina (same community as HS)	255	38.3
North Carolina (different community)	213	32.0
State not North Carolina	166	24.9
Foreign country	8	1.2
Other	18	2.7
No response	6	1.0
Total	666	100.0

Where the former Governor's School students plan to be living five years from now. Of the 666 students who responded to the question "Where do you expect to be living five years from now?", 43.8% plan to be living in North Carolina, as shown in Table 134. Only 0.6% of these now living in North Carolina responded that they expect to be living in a state other than North Carolina. Almost a fourth responded in the category "Do not know."

Summary. Former Governor's School students felt an increase in (1) academic awareness, (2) self-esteem, and (3) leadership ability with some feelings of elitism after

Table 134

Number and Percentage of Former Governor's School Students
Indicating Where They Expect to Live Five Years From Now

Location	Number	Percentage
North Carolina (same community as HS)	86	12.9
North Carolina (different community)	206	30.9
State not North Carolina	170	25.5
Foreign country	18	2.7
Other	19	2.9
Do not know	164	24.6
No response	3	.5
Total	666	100.0

attending the Governor's School. They felt that no curriculum changes had taken place in their home schools and that no provisions were made for them to continue their interests developed at the Governor's School. Many of the former students indicated that they had moved from the North Carolina communities which nominated them for the Governor's School. One-fourth of the students responding expected to be living in some state other than North Carolina in five years. However, 43.8% expect to continue to be living in North Carolina, and almost a fourth (24.6%) indicated that they did not know where they would be living in 5 years. Some of those indicating out-of-state residence include institutions of higher education. This

young segment of our society is mobile, and even though they do not live in North Carolina they can continue to have an impact on North Carolina.

How Are the Policies and Standards Of the Governor's School Perceived By the Superintendents and/or Their Designees Who Select Nominees For the Governor's School?

This section sought to determine how superintendents or their designees felt about the policies and standards of the Governor's School, as they concerned the academic and grade level requirements for admission to the Governor's School.

Academic admission requirements. A majority of superintendents or their designees (63.6%) perceive that strict Governor's School academic requirements should be maintained as they are presently defined (Table 135). However, a sizable group (30.2%) felt that these requirements should be altered. They felt that requirements should be reduced for visual and performing arts students.

Grade level requirements. A majority of the superintendents also felt that the present policy of accepting rising high school juniors and rising high school seniors should be maintained (69.8%). Nearly a fourth of the superintendents (24.0%) felt that only rising seniors should be accepted (Table 136).

Table 135

Number and Percentage of North Carolina Superintendents
Indicating Their Views on the Academic Requirements
for Admission to the Governor's School

Academic Requirements	Number	Percentage
Strict requirements for all students	82	63.6
Strict requirements for academic only	39	30.2
Lower requirements for all students	1	.8
Other	7	5.4
Total	129	100.0

Table 136

Number and Percentage of North Carolina Superintendents
Indicating Their Views on Grade Level Requirements
for the Governor's School

Grade Level Requirements	Number	Percentage
Juniors and seniors	90	69.8
Seniors only	31	24.0
Sophomores, juniors and seniors	5	3.9
Other	3	2.3
Total	129	100.0

Policies and standards. The superintendents were asked to mark, on a scale of 1 to 5, their degree of agreement with three statements about the policies and standards of the Governor's School (Table 137). Their overall mean degree of agreement was very positive ($\bar{x} = 4.139$), on a scale of 1 to 5, with "1" representing strongly disagree and "5" representing strongly agree. The superintendents or their designees generally agreed that the intent of the selection process of the Governor's School is understood by those nominating students ($\bar{x} = 4.305$), that the intent of the selection process is being realized ($\bar{x} = 4.213$), and that other students who

Table 137

The Mean Response of North Carolina Superintendents
Indicating Their Perceptions of the Policies and Standards
of the Governor's School

Policies and Standards	Degree of Agreement Mean
The intent of the selection process for the Governor's School is understood by those who nominate students	4.305
The intent of the selection process is being realized	4.213
Other students who would benefit are not now being selected because of lack of facilities	3.905
Overall degree of agreement	4.139

would benefit are not being selected because of lack of facilities ($\bar{x} = 3.905$).

Summary. A majority of responding superintendents felt that strict academic requirements for admission of students to the Governor's School should be maintained. There was some interest in maintaining strict requirements for students attending the Governor's School in the academic areas while doing away with these requirements for students attending in the areas of visual and performing arts. A majority of superintendents felt that the Governor's School should continue to accept rising high school juniors and rising high school seniors. However, they expressed interest in accepting rising high school seniors only. The superintendents felt that the intent of the selection process was understood by those who nominate students for the Governor's School. They felt that the intent of the selection process was being realized. They also felt that other students who would benefit from the Governor's School were not being selected because of lack of facilities.

Do Superintendents Believe That The Governor's School Curriculum Should Be Varied or Modified?

Introduction. This section sought to determine how superintendents of their designees felt about the Governor's School's Area I listings of subjects. They were asked to include all that they felt appropriate.

Area I listings of subjects. A majority of superintendents (64.3%) thought that the current "Area I" listings of subjects should be maintained. Some felt that schools which integrated the subject areas under the heading of communication should be started. Some superintendents would create a separate school for technology, while others recommended a separate school for visual and performing arts, and still others recommended a school restricted to academic subjects. The superintendents were much more divided on this question than were former Governor's School students, as seen in Table 138.

Summary. A majority of superintendents thought that the Governor's Schools' current "Area I" groupings of subjects should be maintained. Some felt that schools which integrated the subject areas under the heading of communication should be started. Some would create a separate school of technology. Others wished a separate school for visual and performing arts and others wished a school restricted to academic subjects. The superintendents were much more divided on this question than were former Governor's School students. The students were emphatic in stating that they gained from associations with students from all areas, and that they felt this was very valuable to them as they matured.

Table 138

Number of North Carolina Superintendents Indicating
Their Views on the Area I Listings of Subjects

Area I Listings of Subjects	Number	Percentage*
Maintain the area I listing as they are now	83	64.3
Limit Area I to academic subjects only	30	23.3
Limit Area I to visual and performing arts	3	2.3
Separate school (visual and performing arts)	34	26.4
Create separate schools for		
Technology	33	25.6
Foreign language	10	7.8
Marine biology	15	11.6
Arts separate	21	16.3
Other	1	.8
Create schools which integrate subjects in		
Communication	35	27.1
Environmental study	20	15.5
Conservation	17	13.2
Other	6	4.7
Other	4	3.1

*Percentage of superintendents (129 superintendents)
responding to the question.

Do Superintendents Believe That the Organization Of the Governor's School Should Be Changed?

Introduction. This section sought to determine how superintendents or their designees perceived the organization of the Governor's School. The areas of organization for this set of questions were the number of sites for the Governor's School, locations for these sites, and number of students to be selected for the Governor's School.

Number of sites. Responding superintendents were more divided than were former Governor's School students on the question of number of Governor's School sites. A majority of superintendents (54.3%) wished to maintain the current Governor's School East and Governor's School West, while a substantial percentage (44.2%) wished to increase the number of sites. See Table 139.

Table 139

Number and Percentage of North Carolina Superintendents
Indicating the Number of Sites They Recommend
for the Governor's School

Number of Sites	Number	Percentage
Maintain as now (east and west)	70	54.3
Reduced (west only)	2	1.6
Reduced (east only)	0	0
Increased	57	44.2
Total	129	100.0

Sites for the Governor's School. If the number of sites were to be increased, responding superintendents felt that all five regions of the state should be included: east, west, central, mountains, and coast (Table 140).

Table 140

Number of North Carolina Superintendents Indicating the Sites They Recommend to Include if the Sites for the Governor's School Are to be Increased

Sites to Include	Number
East	35
West	34
Central	37
Mountains (far west)	36
Coast (far east)	38
Other	2

Number of students. The superintendents were divided equally on the question of Governor's School enrollment. Half supported maintaining the current enrollment approximately 800, while the other half supported increasing the enrollment, as shown in Table 141.

Summary. On questions of Governor's School organization, responding superintendents are more divided than were the former Governor's School students. A slight majority wished to maintain the current Governor's School East and Governor's School West, while almost that same

Table 141

Number and Percentage of North Carolina Superintendents
Indicating the Number of Students They Recommend
for the Governor's School

Number of Students	Number	Percentage
Maintained as now (approximately 800)	65	50.0
Reduced	0	0
Increased	65	50.0
Total	130	100.0

percentage wished to increase the number of sites. If the number of Governor's School sites were to be increased, almost equal numbers of superintendents said the sites should be east, west, central, mountains, and coast. The superintendents split 50/50 for maintaining the number of students selected each year and increasing the number of students selected. No superintendent recommended a decrease in the number of Governor's School students.

Do Superintendents Believe That the Governor's School Has Had an Impact On North Carolina?

Introduction. This section sought to determine whether superintendents or their designees believed that students from their school systems attending the Governor's School had an effect on their local school system.

Student feelings. The superintendents felt that attending the Governor's School gave students increased

self-esteem, increased leadership ability, and increased academic awareness, as shown in Table 142. They noticed little feeling of elitism in former Governor's School students as they related with their peers.

Table 142

Number of North Carolina Superintendents Indicating
Their Views of the Former Governor's School Students
Feeling Toward Their Peers

Feelings	Number
A feeling of elitism	17
Increased self-esteem	111
Decreased self-esteem	2
Increased leadership ability	82
Decreased leadership ability	0
Increased academic awareness	105
Decreased academic awareness	2
Other	10

Curriculum changes. The superintendents or their designees agreed with the perception of former Governor's School students that most school systems did nothing to modify their curriculum so as to accommodate the interests of Governor's School students (Table 143). A few school systems added advanced placement courses, provided in-service training for teachers of advanced placement

classes and teachers of academically talented students, and one school system added a drama facilitator.

Table 143

Number of North Carolina Superintendents Indicating
Their Views Toward Their LEA Curriculum Modification

Curriculum Changes	Number
None	110
Added specific courses	13
Added specific teaching techniques	4
Altered facilities	1
Altered materials	4
Altered equipment	2
Altered media center/library	2
Other	5

Additional resources. Even though their curricula were not modified, the superintendents indicated that they provided additional resources, additional materials, and additional access to Media Center/Library for Governor's School students to continue to pursue the interests they developed at the Governor's School. See Table 144.

Benefits to North Carolina. Table 145 shows that overall, responding superintendents agreed (on a scale of 1 to 5) that the Governor's School has effected North Carolina ($\bar{x} = 3.717$). They feel that former students continue to live in North Carolina ($\bar{x} = 3.790$) and work in

Table 144

Number of North Carolina Superintendents Indicating
Provision by Their LEA for Students to Continue to
Pursue Their Interests Developed at the Governor's School

Provision by the LEA	Number
<hr/>	
Not at all	38
Provided additional resources	44
Provided additional special faculty	3
Provided additional access to facilities	19
Provided additional materials	29
Provided additional equipment	16
Provided additional access to equipment	25
Provided additional access to media center/library	29
Other	25

North Carolina ($\bar{x} = 3.782$). They feel that former Governor's School students are pursuing more advanced education than they would have, if they had not attended the Governor's School ($\bar{x} = 3.488$). They perceive that former Governor's School students are in leadership positions today ($\bar{x} = 4.050$) and that they have obtained higher occupational status because of their Governor's School experience ($\bar{x} = 3.476$).

Table 145

The Mean Response of North Carolina Superintendents
Indicating Their Feelings About the Benefits North Carolina
Has Realized as a Result of the Governor's School

Feelings	Degree of Agreement Mean
Former Governor's School students continue to live in North Carolina.	3.790
Former Governor's School students work in North Carolina.	3.782
Former Governor's School students pursued further education than they would have if they had not attended the Governor's School.	3.488
Former Governor's School students are in leadership positions today.	4.050
Former Governor's School students obtained higher occupational status because of the Governor's School experience.	3.475
Overall mean degree of agreement	3.717

Summary. Responding superintendents saw an increase in Governor's School students' self-esteem, academic

awareness, and leadership ability as these students returned to their home schools. Superintendents agreed that they made no curriculum changes in the home school systems to accommodate the interests of Governor's School students. Some superintendents did respond that they provided additional resources, materials, and access to media center/libraries. They felt that Governor's School students continued to live and work in North Carolina, that they have gone further in school, that they are leaders, and that they have a higher occupational status than if these students had not attended the Governor's School.

Comparisons of Responses--Students and Superintendents

Policies and Standards of the Governor's School. A majority of former Governor's School students and responding superintendents felt that strict academic requirements for all students admitted to the Governor's School should be continued (Table 146). Among former students, 10.7% as compared with 30.2% of responding superintendents, felt that these strict academic requirements should be continued for academic students only and lowered for students in visual and performing arts. Neither students nor superintendents felt that academic requirements should be lowered for all students.

Both former Governor's School students and responding superintendents agreed that the grade levels for students entering the Governor's School should continue to be rising

Table 146

Percentage of Students and Superintendents Indicating
Their Feelings About the Academic Requirements
for Admission to the Governor's School

Academic Requirements	Percentage*	
	Students	Superintendents
Strict for all	84.7	63.6
Strict for academic only	10.7	30.2
Lower for all	.5	.8
Other	3.5	5.4
No response	.8	.0
Total	100.0	100.0

*Column percentages

juniors and seniors (Table 147). However, 19.2% of former Governor's School students and 24.0% of responding superintendents felt that the Governor's School should admit rising seniors only. There was little support for allowing younger students to attend the Governor's School.

Table 147

Percentage of Students and Superintendents Indicating
Their Feelings About the Grade Level of Students
To Be Accepted for the Governor's School

Grade Level	Percentage*	
	Students	Superintendents
Rising Juniors and Seniors	74.1	69.8
Rising Seniors only	19.2	24.0
Sophomores, Juniors and Seniors	5.1	3.9
Other	1.4	2.3
No response	.8	.0
Total	100.00	100.0

*Column percentages

Governor's School program. Former Governor's School students and responding superintendents agreed that current Governor's School Area I listings of subjects should be maintained. They also agreed that if subject matter were to be integrated, a school devoted to communication would be their choice, and if separate subject area schools were to be tried that the first should emphasize technology.

The most frequent areas recommended by former Governor's School students were environmental studies and conservation of resources, while responding superintendents' next most frequent choice was a separate school of visual and performing arts.

Organization of the Governor's School. Most former Governor's School students and responding superintendents agreed that the current number of Governor's School sites should be maintained (Table 148). A few former Governor's School students showed interest in reducing the number of sites and a similar number felt that the number of sites should be increased. A much larger number of

Table 148

Percentage of Students and Superintendents Indicating
Their Feelings About the Number of Sites
They Recommend for the Governor's School

Number of Sites	Percentage*	
	Students	Superintendents
Maintain as now (East & West)	64.0	54.3
Reduce (West only)	15.3	1.6
Reduce (East only)	1.2	.0
Increase (more than East & West)	16.5	44.2
No response	3.0	.0
Total	100.0	100.0

*Column percentages

superintendents felt that the number of sites should be increased. Both former Governor's School students and responding superintendents agreed that if the number of sites were to be increased that they should include all five North Carolina regions: east, west, central, mountains, and coast.

Most former Governor's School students felt that the number of Governor's School students should be maintained at approximately 800 students (Table 149). The remainder of former students were equally divided, about equal numbers recommended reducing or increasing the number of Governor's School students. Responding superintendents were equally divided in recommending that the number of

Table 149

Percentage of Students and Superintendents Indicating
Their Feelings About the Number of Students
Selected to Attend the Governor's School

Number of Students	Percentage*	
	Students	Superintendents
Maintain as now (approximately 800)	64.0	50.0
Reduce	15.5	.0
Increase	18.0	50.0
No Response	2.6	.0
Total	100.0	100.0

*Column percentage

Governor's School students be maintained at 800 or increased.

Impact on local schools. Both former Governor's School students and responding superintendents felt that Governor's School students returned to their local schools with increased self-esteem, increased academic awareness, and increased leadership ability. Some former Governor's School students indicated that they also had some feelings of elitism. Former students and responding superintendents agreed that local school systems did not change their curricula as a result of having students attend the Governor's School. The students felt that local school systems did not provide opportunities for them to continue to pursue the interests they had developed at the Governor's School. Some responding superintendents indicated that they did more in the way of providing additional resources and materials than was apparent to the students.

CHAPTER V
CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

This summative evaluation study used a mail survey of 1,200 former Governor's School students as its primary data source. A stratified random sampling plan utilized proportional allocation of sample sizes to strata to represent the total population of former Governor's School students from 1963 through 1981. Strata were defined by time period of students' attendance and by students' Area I concentrations at the Governor's School. A response rate of 65.2% was realized in the survey. It was determined by utilizing a χ^2 "goodness of fit" test that the student respondents represented the original sample selected.

The study attempted to determine (1) the accomplishments of former Governor's School students, (2) how these students perceived the effects of their participation in the Governor's School, (3) what changes in the Governor's School former students recommended, and (4) former students' perceptions of the impact that Governor's School graduates have had on the State of North Carolina. In addition to surveying former students of the Governor's School, superintendents of the public schools of North Carolina were surveyed to determine (1) their perceptions of and (2) their suggested changes in the Governor's School

of North Carolina. Over 90% of the superintendents or their designees responded to the survey.

The following questions were answered using data secured from former Governor's School students:

- I. What are the accomplishments of the former Governor's School students?
- II. Do these accomplishments form a pattern when grouped by various demographic characteristics?
- III. What do the former Governor's School students perceive to be the effect that the Governor's School has had on them?
- IV. Does this perceived effect differ among former Governor's School students when grouped by various demographic characteristics?
- V. How do former Governor's School students perceive the policies and standards of the Governor's School?
- VI. Do former Governor's School students believe that the Governor's School curriculum should be varied or modified?
- VII. How do former Governor's School students perceive the organization of the Governor's School?
- VIII. What impact do former Governor's School students believe that the Governor's School has had on North Carolina?

Accomplishments of former Governor's School students

Former Governor's School students have continued, and plan to continue, their formal education. Already, 7.6% (Table 14) have obtained a degree beyond the master's degree, 5% (Table 16) are presently enrolled in a program which will result in a degree beyond the master's degree, and 20.1% (Table 18) plan to enroll in a program which will result in a degree beyond the master's degree.

Former Governor's School students have received many awards and recognitions. They are actively involved in writing, composing, publishing, and producing scholarly products. Almost half of the respondents who did not indicate that their present occupation was "student" are actively involved in an occupation classified as professional. This participation rate is five times greater than that of in the general North Carolina population who have completed 12 years of school.

Inspection of characteristics of participation in the Governor's School and demographic factors reveals little distinction between the accomplishments of students chosen to attend the Governor's School in the area of performing arts or the academic area, classification by grade level while attending the Governor's School, their sex, their ethnic origin, and where students live (past, present, and future plans).

Effects of students' participation in the Governor's School

The students perceive that the Governor's School has, most of all, exposed them to a wide variety of experiences through the Area II emphasis. They felt that the Governor's School (1) made a difference in preparing them for their present or future occupation, (2) helped them accomplish what they have accomplished, and (3) their occupations are related to their experience at the Governor's School. Some felt that their occupation was directly related to their Area I concentration. Former students felt they made future contacts at the Governor's School and became part of an "Old Boy/Old Girl" network while at the Governor's School. To a lesser extent, former students felt they made leadership contacts at the Governor's School and that their chosen occupation was related to their exposure to the "general area" at the Governor's School. Overall, former students agreed strongly that the Governor's School had influenced them.

Changes in the Governor's School recommended by the former students

Few changes were recommended by former Governor's School students. They felt that strict academic requirements, the present number of Governor's School students (approximately 800), the present grade levels of the students (rising juniors and rising seniors), and the

present number of Governor's School sites should all be maintained. Former Governor's School students agreed, on a scale of 1 to 5 ($\bar{x} = 4.020$) that, overall, their "Area I" experience was appropriate in terms of time spent on activities, teaching faculty, visiting consultants, activities, facilities, materials, and equipment. They also perceived ($\bar{x} = 3.728$) that, overall, the "Area II" experience was appropriate in terms of time spent on "Area II" activities, teaching faculty, visiting consultants, activities, facilities, materials, and equipment. The three areas that former students felt should be most strongly emphasized in "Area III," the area of personal growth, were (1) self concept, (2) independence, and (3) frustration, anxiety, and conflict. The three areas they felt should be emphasized least were (1) religion, (2) intelligence, (3) aesthetics. In addition, in Area III, the area of social development, they thought the two most important areas to emphasize were (1) others like you, and (2) ethics and morality. The two least important areas to emphasize were judged to be (1) extracurricular activities, and (2) conformity and nonconformity.

A majority of former Governor's School students felt that the "Area I" groupings of subjects should be maintained as they are now. There was some interest in creating schools which integrated the subject matter in communication and some interest in creating separate

schools in the subject area of technology. Former Governor's School students were emphatic in stating that they gained from being around students from all areas, both academic and performing arts.

Impact on North Carolina

Former Governor's School students felt an increase in (1) academic awareness, (2) self-esteem, and (3) leadership ability, with some feelings of elitism after they attended the Governor's School. They felt that no curriculum changes had taken place in their home schools and that no provisions were made for them to continue their interests developed at the Governor's School.

The researcher determined the 70.3% of the responding graduates of the Governor's School of North Carolina have remained in North Carolina where they may exert a direct positive impact on the state. Many former Governor's School students indicated that they were moving from the North Carolina communities which nominated them for the Governor's School. One-fourth of the former students responding expect to be living in a state other than North Carolina in five years. However, 43.8% expect to continue to be living in North Carolina, and almost a fourth (24.6%) indicated that they did not know where they would be in five years. Some students who indicated out-of-state residences listed institutions of higher education. Young people tend to be mobile, and even though they do not live

in North Carolina, they can continue to have an impact on North Carolina.

The following questions were answered using data secured from superintendents:

- IX. How are the policies and standards of the Governor's School perceived by the Superintendents and/or their designees who select nominees for the Governor's School?
- X. Do Superintendents believe that the Governor's School curriculum should be varied or modified?
- XI. Do Superintendents believe that the organization of the Governor's School should be changed?
- XII. Do Superintendent's believe that the Governor's School has had an impact on North Carolina?

Perceptions of Superintendents

Responding superintendents felt that the intent of the process of selecting students for the Governor's School was understood and being realized. They also felt that there are other students who would benefit from the Governor's School who are not being selected because of lack of facilities. The superintendents saw an increase in student self-esteem, academic awareness, and leadership ability as students returned to their home school systems.

The superintendents felt that they provided additional resources, materials, and access to media center/libraries

for returning Governor's School students. They felt that Governor's School students continue to live and work in North Carolina, that they have gone further in school, that they are leaders, and that they have a higher occupational status than if they had not had the Governor's School experience.

Changes recommended by superintendents

A majority of superintendents felt that strict academic requirements for admission to the Governor's School should be maintained. Some felt that strict requirements should be maintained for academic students and less strict requirements for students in performing arts. A majority of superintendents felt that rising juniors and rising seniors should continue to be admitted to the Governor's School, with some feeling that only rising seniors should be admitted. A majority thought that the "Area I" listings of subjects should be maintained as they are now. Some felt that schools which integrated the subjects areas under the headings of communications should be provided. Some would create a separate school of technology. Others wished a separate school for visual and performing arts and yet others wished a school solely devoted to academic studies. A slight majority wished to maintain the Governor's School East and the Governor's School West, while almost as many wished to increase the number of sites. Half the superintendents wanted to

maintain the current number of students selected each year, and half wanted to increase the number of students selected. None wished to decrease the number of Governor's School students.

Implications

This study was intended to determine the impact of the Governor's School of North Carolina on the state of North Carolina, and to assess the value of the Governor's School program as it contributes to the productivity and accomplishments of its graduates. Data were evaluated to assist in meeting the following pre stated objective:

To give the researcher sound bases for recommendations to the Board of Directors of the Governor's School of North Carolina and the Division of Exceptional Children of the North Carolina State Department of Public Instruction so that they can make reasoned decisions on continuing or revising the present Governor's School program and the policies, standards, or organization of the Governor's School of North Carolina.

One purpose of this study was to facilitate institutional planning and development, with implications for organizational change.

The curriculum components perceived by former Governor's School students as important and useful could affect curriculum decisions about content and delivery of

services to gifted and talented students. This study added to the literature of evaluation of short programs which have no control group, no comparison group and no expectations for immediate impact or change. This study relied on the retrospection of former students.

The researcher determined that former students perceived that the Governor's School made a difference in preparing them for the twentieth century (Lewis, 1969, p. 5). These perceptions of change brought about by the Governor's School experience show little relationship to former students' demographic characteristics. Overall, former art students and natural science students responded most positively. The more recent the Governor's School experience the more positive the former students' responses. Little difference in responses by students' grade level or sex was apparent. Minority students, on the whole, while attending the Governor's School responded more positively than did white students.

Recommendations

The researcher submits the following recommendations, based on the retrospective perceptions of a representative sample of former Governor's School students and on the responses of the superintendents of North Carolina school systems. These recommendations are intended for the Board of Directors of the Governor's School of North Carolina and

the Division of Exceptional Children of the North Carolina State Department of Public Instruction:

Present Policies and Standards

1. Maintain strict academic requirements for admission of all students to the Governor's School.
2. Admit rising juniors and rising seniors.

Present Program

3. Area I--Maintain the present Area I content listings.
(The students were emphatic in stating that they gained from the association with students from all areas, and that they felt this interaction was very valuable for them as they matured.) Improve panels where this activity is utilized in Area I.
4. Area II--Utilize discussion as the major activity in Area II. Former Governor's School students felt they gained most through this activity.
5. Area III--Emphasize in the area of personal growth, the building of self-concept, independence, and how to deal with frustration, anxiety, and conflict.
Emphasize in the areas of social development, the students finding others like themselves, and ethics and morality.

Present Organization

6. Maintain the present level of enrollment in the Governor's School, approximately 800 students.

7. Continue the same two sites for the Governor's School -- an East School on the campus of Saint Andrews Presbyterian College in Laurinburg, North Carolina, and a West School on the campus of Salem College in Winston-Salem, North Carolina.

Future Policies and Standards

8. Continue to maintain strict academic requirements for admission to the Governor's School.
9. Continue to admit rising juniors and rising seniors.

Future Program

10. Students learn from each other, and both academic and performing arts students should be included at each campus of the Governor's School. Consider integrating subject matter into the area of communication, and emphasize technology. Students have a strong interest in environmental studies and conservation of resources. Offer content in these areas.

Future Organization

11. Increase the number of Governor's School sites when money is available. All five geographical regions of the state were equally requested by students and superintendents, as they indicated where they preferred additional Governor's School sites to be located--east, west, central, mountains, and coast.

12. Increase the number of students selected to participate in the Governor's School program. A program that is so beneficial to the students involved to this point would benefit others who could pass the strict entrance requirements.

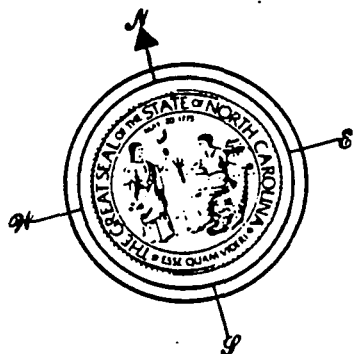
The findings of this study suggest that the Governor's School is a viable program and should be maintained and expanded when possible. It is hoped that these findings will be useful to those who must make decisions on the future of the Governor's School of North Carolina.

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APPENDIX A
COVER LETTERS



The Governor's School of North Carolina

A SUMMER PROGRAM FOR GIFTED AND TALENTED HIGH SCHOOL STUDENTS

Governor's School West
Drawer H, Salem Station
Winston-Salem, North Carolina 27108

Governor's School East
St. Andrews Presbyterian College
Laurinburg, North Carolina 28352

Dear Former Governor's School Student:

Elizabeth M. Thomas, who is conducting an independent follow-up study of the Governor's School of North Carolina, has my encouragement. She is interested in determining the accomplishments of the former Governor's School students, how these students perceive attending the Governor's School has effected them, what changes they would recommend, and the impact that they have had on the State of North Carolina since attending the Governor's School. The results obtained from this study will be important and valuable information as future decisions about the Governor's School are made.

You have been selected from the total former student body by a standard sampling procedure to receive the enclosed questionnaire.

This survey will be analyzed by Ms. Thomas to be shared with the State Department of Public Instruction and the Board of Directors of the Governor's School. No information concerning individual responses will be presented to the Board of Directors or the State Department of Public Instruction.

To aid in follow-up, please mail separately the enclosed postcard (with your name on it) as you return the questionnaire in the enclosed stamped self-addressed envelope. This will insure that you will not be contacted unnecessarily regarding the return of your questionnaire.

If you wish to receive a copy of the analysis of the data from this survey, please check the appropriate blank on the postcard. We anticipate that the results will be available by the end of this summer.

We encourage you to add your input to the information that is requested to complete an accurate picture of the impact of the Governor's School on its students.

Sincerely,

Calvin Davis
Chairman

CD/mhc
Enclosure

702-K Westchester Drive
High Point, NC 27260
February 1, 1983

Dear

I sincerely hope you will assist me by completing the questionnaire and returning it in the self-addressed, stamped envelope. The answers you give will be of much importance as they are compiled with the answers of other former students of the Governor's School of North Carolina. The results will enable better decisions to be made concerning the policies, procedures and structure of the Governor's School of North Carolina. Your answers will also help me describe what former students are now doing and where they are now located.

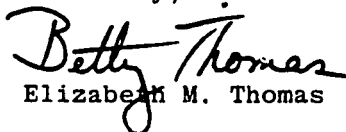
The purpose of the post card is to enable me to know who has responded to the survey and maintain their anonymity as promised. I will be able to contact non-respondents by mail or phone.

If you have any questions about the study, please feel free to write me. My address is:

Elizabeth M. Thomas
702-K Westchester Drive
High Point, NC 27260

Thank you for your help and cooperation. The time that you spend completing the questionnaire will be very much appreciated.

Sincerely,


Elizabeth M. Thomas

EMT:jjh

702-K Westchester Drive
High Point, NC 27260
February 1, 1983

Dear

I sincerely hope you will assist me by completing the questionnaire and returning it in the self-addressed, stamped envelope. The answers you give will be of much importance as they are compiled with the answers of other Superintendents of North Carolina or their designee(s). The results will enable better decisions to be made concerning the policies, procedures and structure of the Governor's School of North Carolina. Your answers will also help me describe the impact the Governor's School has had on the LEAs and former Governor's School students. Please attach additional comments on areas which you feel need to be addressed to make this a comprehensive study.

For your information, I am enclosing the letter addressed to the former Governor's School of North Carolina students from Calvin C. Davis, Chairman of the Board of the Governor's School outlining his backing and interest.

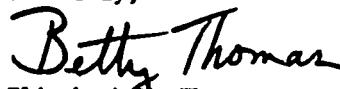
The purpose of the post card is to enable me to know who has responded to the survey and maintain their anonymity as promised. I will be able to contact nonrespondents by mail or phone.

If you have any questions about the study, please feel free to write me. My address is:

Elizabeth M. Thomas
702-K Westchester Drive
High Point, NC 27260

Thank you for your help and cooperation. The time that you spend completing the questionnaire will be very much appreciated.

Sincerely,


Elizabeth M. Thomas

EMT:jjh

APPENDIX B
STUDENT SURVEY

GOVERNOR'S SCHOOL SURVEY OF FORMER STUDENTS

SECTION A: ACCOMPLISHMENTS OF THE FORMER GOVERNOR'S SCHOOL STUDENTS

Questions 1 through 9 seek to determine accomplishments of former Governor's School students in the areas of education, special awards, publications, and current profession or occupation. Circle the number corresponding to your response to each question. If you mark "other", please specify, so that your response may be added to the questionnaire to increase clarity.

1. What is the highest level academic diploma/degree/certificate you have attained? (Circle One)
 - a. None. 1
 - b. High School diploma 2
 - c. Certificate (Specify in what: _____) 3
 - d. License (Specify in what: _____) 4
 - e. A two-year or three-year vocational degree or diploma 5
 - f. A two-year academic degree. 6
 - g. A four-year or five-year college Bachelor's degree. 7
 - h. A Master's degree or equivalent 8
 - i. A six-year degree 9
 - j. A Ph.D. degree or equivalent. 10
 - k. An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent. 11
 - l. Other (Specify: _____) 12

2. Are you presently enrolled in a formal educational program? (Circle One)
 - a. Yes 1
 - b. No. 2

3. If you answered "No" to Question 2, please go on to Question 4. If you answered "Yes", please indicate the type of educational program in which you are presently enrolled. (Circle One)
 - a. High school 1
 - b. Private vocational trade or business school (Not a community or junior college, or four-year college or university), in:
 - (1) A program that lasts less than two years 2
 - (2) A program that lasts two years or more 3
 - c. College program that consists of or results in:
 - (1) Less than two years of college 4
 - (2) Two or more years of college (include two-year degree) . 5
 - (3) A college degree (four- or five-year degree) 6
 - (4) A Master's degree or equivalent. 7
 - (5) A six-year degree. 8
 - (6) A Ph.D., or advanced professional degree 9
 - d. Other (Specify: _____) 10

4. Do you plan to enroll in any additional formal educational programs in the future? Please answer no matter how you answered Question 2.

(Circle One)

- a. Yes 1
b. No. 2

5. If you answered "No" to Question 4, please go on to Question 6. If you answered "Yes", please indicate the highest level diploma/degree/certificate program in which you plan to enroll in the future.

(Circle One)

- a. Finish high school. 1
b. Private vocational trade or business school (Not a community or junior college, or four-year college or university), in:
 (1) A program that lasts less than two years 2
 (2) A program that lasts two years or more 3
c. College program that consists of or results in:
 (1) Less than two years of college 4
 (2) Two or more years of college (include two-year degree) . 5
 (3) A college degree (four- or five-year degree) 6
 (4) A Master's degree or equivalent. 7
 (5) A six-year degree. 8
 (6) A Ph.D., or advanced professional degree 9
d. Other (Specify: _____)10

6. List all honors, scholarships, and special awards you have received since attending the Governor's School.

Local: _____

Regional: _____

State: _____

National: _____

(Attach additional sheet if needed.)

7. What scholarly products have you written, composed, published, or produced?
(Circle all that apply)

- a. None. 1
- b. Articles (published) 2
- c. Books 3
- d. Papers (published) 4
- e. Musical Scores. 5
- f. Individual performances of original work. 6
- g. Choreography. 7
- h. Paintings/Prints. 8
- i. Discoveries/Patents 9
- j. Thesis/Dissertation resulting in article or book. 10
- k. Other (Specify: _____) 11

Additional details you wish to describe: _____

8. What scholarly products are you presently writing, composing, publishing, producing, etc.?

(Circle all that apply)

- a. None. 1
- b. Articles (published) 2
- c. Books 3
- d. Papers (published) 4
- e. Musical Scores. 5
- f. Individual performances of original work. 6
- g. Choreography. 7
- h. Paintings/Prints. 8
- i. Discoveries 9
- j. Thesis/Dissertation 10
- k. Other (Specify: _____) 11

Additional details you wish to describe: _____

9. What is your current profession or occupation? (Circle the one that comes closest to describing what you are actually doing. If you are a part-time student who also works, circle the one in which you are involved for the majority of your time.)

(Circle One)

- a. CLERICAL (bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent) 1
- b. CRAFTSMAN (baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter) 2
- c. FARMER, FARM MANAGER. 3
- d. HOMEMAKER OR HOUSEWIFE ONLY 4
- e. LABORER (construction worker, car washer, sanitary worker, farm laborer) 5
- f. MANAGER, ADMINISTRATOR (sales manager, office manager, school administrator, buyer, restaurant manager, government official) 6
- g. MILITARY (career officer, enlisted man or woman in the Armed Forces) 7
- h. OPERATIVE (meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant) 8
- i. PROFESSIONAL (accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher). 9
- j. PROFESSIONAL (clergyman, dentist, physician, lawyer, scientist, college teacher) 10
- k. PROPRIETOR OR OWNER (owner of a small business, contractor, restaurant owner) 11
- l. PROTECTIVE SERVICE (detective, police officer or guard, sheriff, fire fighter). 12
- m. SALES (salesperson, advertising or insurance agent, real estate broker) 13
- n. SCHOOL TEACHER (elementary or secondary). 14
- o. SERVICE (barber, beautician, practical nurse, private household worker, janitor, waiter). 15
- p. STUDENT (high school, trade or business school, college or university, professional school) 16
- q. TECHNICAL (draftsman, medical or dental technician, computer programmer). 17
- r. NOT WORKING 18
- s. OTHER (Specify: _____) 19

SECTION B: EFFECT OF THE GOVERNOR'S SCHOOL

Statements 10 through 18 pertain to how a former Governor's School student perceives the effect that the Governor's School has had on him/her. To the right of each statement, mark your degree of agreement with each statement by circling the number below the phrase which best describes your feelings about the results of your experience at the Governor's School.

(Circle one number on each line)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
10. Attending the Governor's School made a difference in preparing me for my present or future chosen field (occupation).	1	2	3	4	5	6
11. The Governor's School helped me to accomplish what I have achieved in life.	1	2	3	4	5	6
12. My chosen occupation is directly related to the "Area I" subject for which I was chosen to attend the Governor's School.	1	2	3	4	5	6
13. My chosen occupation is the result of being exposed to the "general area" while I attended the Governor's School.	1	2	3	4	5	6
14. My chosen occupation is in no way related to my experience at the Governor's School.	1	2	3	4	5	6
15. I made important contacts for the future at the Governor's School.	1	2	3	4	5	6
16. I became part of an "Old Boy"/"Old Girl" network which developed at the Governor's School.	1	2	3	4	5	6
17. I made leadership contacts that influenced my future while attending the Governor's School.	1	2	3	4	5	6
18. I was exposed to a wide variety of experiences through the "Area II" emphasis at the Governor's School.	1	2	3	4	5	6

SECTION C: POLICIES AND STANDARDS OF THE GOVERNOR'S SCHOOL

Questions 19 and 20 seek to determine how former students feel about the policies and standards of the Governor's School as they concern academic requirements for admission to the Governor's School and grade levels of students who attend the Governor's School. Circle the number corresponding to your response to each question. If you mark "other", please specify, so that your response may be added to the questionnaire to increase clarity.

Presently, a student who is nominated to attend the Governor's School must meet certain criteria which combine academic aptitude and performance, intelligence, and teacher recommendation in the areas of learning, motivation, creativity and leadership. In addition, a student who is nominated to attend the Governor's School in fine arts or the performing arts must also have a strong aptitude in the visual or performing arts.

19. Should the academic requirements for admission to the Governor's School remain the same or be lowered?

(Circle One)

- a. Maintain strict requirements for all students. 1
- b. Maintain strict requirements for students attending the Governor's School in the academic areas while doing away with these requirements in the areas of visual and performing arts 2
- c. Lower requirements for all students. 3
- d. Other (Specify: _____) 4

Presently, rising high school juniors and rising high school seniors are selected to attend the Governor's School.

20. What grade level of student should be accepted for the Governor's School?

(Circle One)

- a. Continue to accept rising high school juniors and rising high school seniors 1
- b. Accept only rising high school seniors 2
- c. Expand to accept rising sophomores as well as rising juniors and seniors. 3
- d. Other (Specify: _____) 4

Are there other policies and standards for admission to the Governor's School about which you have strong feelings? ____ Yes ____ No If you answered "Yes", please state your feelings so that they can be considered as the questionnaire is revised.

SECTION D: GOVERNOR'S SCHOOL PROGRAM

This section seeks to find out how former Governor's School students feel about the quality and appropriateness of various elements of the aspects of the Governor's School.

Questions 21 through 32 seek to determine whether former Governor's School students believe that the "Area I" emphasis, major academic or artistic area, for which they were chosen to attend the Governor's School was correctly emphasized. To the right of each statement, mark your degree of agreement with each statement by circling the number below the phrase which best describes your feelings about the "Area I" emphasis while you were at the Governor's School.

(Circle one number on each line)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
21. The length of time spent on "Area I" activities was appropriate.	1	2	3	4	5	6
22. The <u>Teaching Faculty</u> was appropriate.	1	2	3	4	5	6
23. The teaching faculty was knowledgeable in their assigned area.	1	2	3	4	5	6
24. The teaching faculty was able to relate to students.	1	2	3	4	5	6
25. The <u>Visiting Consultants</u> were appropriate.	1	2	3	4	5	6
26. The visiting consultants were knowledgeable in their assigned area.	1	2	3	4	5	6
27. The visiting consultants were able to relate to students.	1	2	3	4	5	6
28. The time visiting consultants spent on campus was appropriate.	1	2	3	4	5	6
29. The <u>Activities in "Area I"</u> were appropriate.	1	2	3	4	5	6
a. Lectures.	1	2	3	4	5	6
b. Labs.	1	2	3	4	5	6
c. Discussions	1	2	3	4	5	6
d. Panels.	1	2	3	4	5	6
e. Media Presentations	1	2	3	4	5	6
f. Other (Specify: _____)	1	2	3	4	5	6

(Circle one number on each line)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
30. The facilities for "Area I" activities were appropriate	1	2	3	4	5	6
a. Quantity	1	2	3	4	5	6
b. Quality	1	2	3	4	5	6
c. Accessibility	1	2	3	4	5	6
d. Other (Specify: _____)	1	2	3	4	5	6
31. The materials for "Area I" activities were appropriate.	1	2	3	4	5	6
a. Quantity	1	2	3	4	5	6
b. Quality	1	2	3	4	5	6
c. Accessibility	1	2	3	4	5	6
d. Other (Specify: _____)	1	2	3	4	5	6
32. The equipment for "Area I" activities was appropriate.	1	2	3	4	5	6
a. Quantity	1	2	3	4	5	6
b. Quality	1	2	3	4	5	6
c. Accessibility	1	2	3	4	5	6
d. Other (Specify: _____)	1	2	3	4	5	6

Questions 33 through 44 seek to determine whether former Governor's School students believe that the "Area II" emphases on general development were correctly emphasized. This area gave students an opportunity to move from their major areas of study, to expand their interests and knowledge, and to include the whole spectrum of advancing knowledge. To the right of each statement, mark your degree of agreement with each statement by circling the number below the phrase which best describes your feelings about the "Area II" emphases while you were at the Governor's School.

(Circle one number on each line)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
33. The length of time spent on "Area II" activities was appropriate.	1	2	3	4	5	6

(Circle one number on each line)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
34. The <u>Teaching Faculty</u> was appropriate.	1	2	3	4	5	6
35. The teaching faculty was knowledgeable in their assigned area.	1	2	3	4	5	6
36. The teaching faculty was able to relate to students.	1	2	3	4	5	6
37. The <u>Visiting Consultants</u> were appropriate.	1	2	3	4	5	6
38. The visiting consultants were knowledgeable in their assigned area.	1	2	3	4	5	6
39. The visiting consultants were able to relate to students.	1	2	3	4	5	6
40. The time visiting consultants spent on campus was appropriate.	1	2	3	4	5	6
41. The <u>Activities in "Area II"</u> were appropriate.	1	2	3	4	5	6
a. Lectures.	1	2	3	4	5	6
b. Labs.	1	2	3	4	5	6
c. Discussions	1	2	3	4	5	6
d. Panels.	1	2	3	4	5	6
e. Media Presentations	1	2	3	4	5	6
f. Other (Specify: _____)	1	2	3	4	5	6
42. The facilities for "Area II" activities were appropriate.	1	2	3	4	5	6
a. Quantity.	1	2	3	4	5	6
b. Quality	1	2	3	4	5	6
c. Accessibility	1	2	3	4	5	6
d. Other (Specify: _____)	1	2	3	4	5	6
43. The materials for "Area II" activities were appropriate.	1	2	3	4	5	6
a. Quantity.	1	2	3	4	5	6
b. Quality	1	2	3	4	5	6
c. Accessibility	1	2	3	4	5	6
d. Other (Specify: _____)	1	2	3	4	5	6

(Circle one number on each line)

44. The equipment for "Area II" activities was appropriate.

- a. Quantity
 b. Quality
 c. Accessibility
 d. Other (Specify: _____)

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6

Question 45 and 46 seek to determine how former Governor's School students perceive the emphases of "Area III", the area of personal and social development of the student who is considered gifted. To answer this question, circle the numbers corresponding to the areas which you feel are important to emphasize.

45. What parts of "Area III", the area of personal growth, do you think are important to emphasize?

(Circle Three (3) that apply in each column)

Personal Growth

3 Most 3 Least

- a. Self Concept. 1 . . . 1
 b. Independence. 2 . . . 2
 c. Intelligence. 3 . . . 3
 d. Nature of personality 4 . . . 4
 e. Personality and Culture 5 . . . 5
 f. Frustration, Anxiety, and Conflict. 6 . . . 6
 g. Conformity and Non-conformity 7 . . . 7
 h. Ethics and Morality (Prejudice) 8 . . . 8
 i. Religion. 9 . . . 9
 j. Aesthetics. 10 . . . 10
 k. Individual and Society. 11 . . . 11
 l. Other (Specify: _____) 12 . . . 12

46. What parts of "Area III", the area of social development, do you think are important to emphasize?

(Circle Two (2) that apply in each column)

Social Development

2 Most 2 Least

- a. Finding that there are others like you. 1 . . . 1
 b. Extracurricular activities. 2 . . . 2
 c. Conformity and Non-conformity 3 . . . 3
 d. Ethics and Morality (Prejudice) 4 . . . 4
 e. Individual and Society. 5 . . . 5
 f. Other (Specify: _____) 6 . . . 6

Question 47 seeks to determine how former Governor's School students feel about the "Area I" groupings of subjects, and whether these groupings should be changed. To answer this question read the list of Area I subjects as they are now, and the lists as changed to Academic and/or Visual and Performing Arts. In responding to the questions below the lists, circle the numbers of all of the choices that apply.

<u>Area I (Now)</u>	<u>Academic</u>	<u>Visual and Performing Arts</u>
Art	English	Art
Choral Music	French	Choral Music
Drama	Mathematics	Drama
English	Natural Science	Instrumental Music
French	Social Science	Modern Dance
Instrumental Music	Spanish	
Mathematics		
Modern Dance		
Natural Science		
Social Science		
Spanish		

47. What do you think that the "Area I" groupings of subjects should be?

(Circle all that apply)

- a. Maintain the Area I listings as they are now 1
- b. Limit Area I subjects to academic subjects only 2
- c. Limit Area I subjects to Visual and Performing Arts only. . . 3
- d. Create a separate school for the Visual and Performing Arts. 4
- e. Create separate subject area schools in:
 - (1) Technology 5
 - (2) Foreign Language 6
 - (3) Marine Biology 7
 - (4) Visual and Performing Arts 8
 - (5) Other (Specify: _____) 9
- f. Create schools which integrate the subject matter in:
 - (1) Communication. 10
 - (2) Environmental Studies. 11
 - (3) Conservation of Resources. 12
 - (4) Other (Specify: _____) 13
- g. Other (Specify: _____) 14

SECTION E: ORGANIZATION OF THE GOVERNOR'S SCHOOL

Questions 48 through 50 seek to determine how former Governor's School students perceive the organization of the Governor's School. Circle the number corresponding to one response or to all that apply, as indicated.

48. The number of sites for the Governor's School should be:

(Circle One)

- a. Maintained as is (East and West). 1
- b. Reduced West only). 2
- c. Reduced (East only) 3
- d. Increased (more than East and West) 4

49. If you chose to increase the number of sites please indicate all of the sites you would include.

(Circle all that apply)

- a. East. 1
- b. West. 2
- c. Central 3
- d. Mountains (Far West). 4
- e. Coast (Far East). 5
- f. Other (Specify: _____) 6

50. The number of students selected for the Governor's School each year should be:

(Circle One)

- a. Maintained as now (approximately 800) 1
- b. Reduced 2
- c. Increased 3

SECTION F: IMPACT ON LOCAL SCHOOLS

Section F seeks to find out whether former students believe that their attending the Governor's School had an effect on their local school system.

51. Right after you returned from the Governor's School, what were your feelings as you returned to your own high school?

(Circle all that apply)

- a. A feeling of elitism. 1
- b. Increased self-esteem 2
- c. Decreased self-esteem 3
- d. Increased leadership ability. 4
- e. Decreased leadership ability. 5
- f. Increased academic awareness. 6
- g. Decreased academic awareness. 7
- h. Other (Specify: _____) 8

52. How did your home school/system change its curriculum when you returned as a result of your having attended the Governor's School?

(Circle all that apply)

- a. None. 1
- b. Added specific courses (Specify: _____) 2
- c. Added specific teaching techniques (Specify: _____) . 3
- d. _____) . 4
- e. Altered facilities (Specify: _____) . 4
- f. _____) . 5
- g. Altered materials (Specify: _____) . 5
- f. _____) . 6
- g. Altered equipment (Specify: _____) . 6
- g. _____) . 7
- g. Altered Media Center/Library (Specify: _____) . 7
- h. _____) . 8
- h. Other (Specify: _____) . 8

53. How did your local school provide the opportunity for you to continue to pursue the interests you developed at the Governor's School?

(Circle all that apply)

- | | |
|----------------------------------------------------------------|---|
| a. Not at all. | 1 |
| b. Provided additional resources | 2 |
| c. Provided additional special faculty | 3 |
| d. Provided additional access to facilities. | 4 |
| e. Provided additional materials | 5 |
| f. Provided additional equipment | 6 |
| g. Provided additional access to equipment | 7 |
| h. Provided additional access to Media Center/Library. | 8 |
| i. Other (Specify: _____) | 9 |

_____)

SECTION G: DEMOGRAPHIC DATA

Answers to Questions 54 through 62 will permit the researcher to see whether the accomplishments and judgements of former Governor's School students form a pattern when grouped by demographic characteristics. Strict anonymity will be maintained. No individual responses will be reported. Please circle the appropriate answer.

54. What was your "Area I" concentrate at the Governor's School?

(Circle One)

- a. Art 1
- b. Choral Music. 2
- c. Drama 3
- d. English 4
- e. French. 5
- f. Instrumental Music. 6
- g. Mathematics 7
- h. Modern Dance. 8
- i. Natural Science 9
- j. Social Science. 10
- k. Spanish 11
- l. Other (Specify: _____) 12

55. What year did you attend the Governor's School?

(Circle One)

- a. 1963-1970 1
- b. 1971-1975 2
- c. 1976-1977 3
- d. 1978-1979 East. 4
- e. 1978-1979 West. 5
- f. 1980-1981 East. 6
- g. 1980-1981 West. 7

56. What was your High School grade level at the time you attended the Governor's School?

(Circle One)

- a. Rising Junior 1
- b. Rising Senior 2

57. What is your sex?

(Circle One)

- a. Male. 1
- b. Female. 2

58. What is your Ethnic origin?

(Circle One)

- a. White (Not Hispanic Origin) 1
- b. Black (Not Hispanic Origin) 2
- c. Hispanic. 3
- d. American Indian or Alaskan Native 4
- e. Asian or Pacific Islander 5
- f. Other (Specify: _____) 6

59. Which of the following best describes the city, town, or place in which you now live?

(Circle One)

- a. In a rural or farming community 1
- b. In a small city or town of fewer than 50,000 people that is not a suburb of a larger place. 2
- c. In a medium-sized city (50,000-100,000 people). 3
- d. In a suburb of a medium-sized city. 4
- e. In a large city (100,000-500,000 people). 5
- f. In a suburb of a large city 6
- g. In a very large city (over 500,000 people). 7
- h. In a suburb of a very large city. 8
- i. In a military base or station 9
- j. Other (Specify: _____) 10

60. Five years ago where were you living?

(Circle One)

- a. North Carolina: The same community as the high school which nominated you for the Governor's School 1
- b. North Carolina: Different community from the school which nominated you for the Governor's School 2
- c. State other than North Carolina 3
- d. Foreign Country 4
- e. Other (Specify: _____) 5

61. Where are you living now?

(Circle One)

- a. North Carolina: The same community as the high school which nominated you for the Governor's School 1
- b. North Carolina: Different community from the school which nominated you for the Governor's School 2
- c. State other than North Carolina 3
- d. Foreign Country 4
- e. Other (Specify: _____) 5

62. Where do you expect to be living five years from now:

(Circle One)

- a. North Carolina: The same community as the high school which nominated you for the Governor's School 1
- b. North Carolina: Different community from the school which nominated you for the Governor's School 2
- c. State other than North Carolina 3
- d. Foreign Country 4
- e. Other (Specify: _____) 5
- f. Don't know. 6

APPENDIX C
SUPERINTENDENT SURVEY

GOVERNOR'S SCHOOL SURVEY OF SUPERINTENDENTS

SECTION A: POLICIES AND STANDARDS OF THE GOVERNOR'S SCHOOL

Questions 1 through 5 seek to determine how Superintendents or their designees feel about the policies and standards of the Governor's School as they concern academic requirements for admission to the Governor's School. Circle the number corresponding to your response to each question. If you mark "other", please specify, so that your response may add to the clarity of the survey.

Presently, a student who is nominated to attend the Governor's School must meet certain criteria which combines academic aptitude and performance, intelligence, and teacher recommendation in the areas of learning, motivation, creativity and leadership. In addition, a student who is nominated to attend the Governor's School in fine arts or the performing arts must also have a strong aptitude in the visual and performing arts.

1. Should the academic requirements for admission to the Governor's School remain the same or be lowered? (Circle One)
- a. Maintain strict requirements for all students. 1
 - b. Maintain strict requirements for students attending the Governor's School in the academic areas while doing away with these requirements in the areas of visual and performing arts 2
 - c. Lower requirements for all students. 3
 - d. Other (Specify: _____) 4

Presently rising high school juniors and rising high school seniors are selected to attend the Governor's School.

2. What grade level of student should be accepted for the Governor's School? (Circle One)
- a. Continue to accept rising high school juniors and rising high school seniors 1
 - b. Accept only rising high school seniors 2
 - c. Expand to accept rising sophomores as well as rising juniors and rising seniors 3
 - d. Other (Specify: _____) 4

Are there other policies and standards for admission to the Governor's School about which you have strong feelings? _____ Yes _____ No If you answered "Yes", please state your feelings so that they can be considered as the questionnaire is revised.

To the right of each statement, mark your degree of agreement with each statement by circling the number below the phrase which best describes your feelings about the statement.

(Circle one number on each line)

3. The intent of the selection process for the Governor's School is understood by those who nominate students.
4. The intent of the selection process is being realized.
5. There are other students who would benefit who are not now being selected because of lack of facilities.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6

SECTION B: GOVERNOR'S SCHOOL PROGRAM

Question 6 seeks to determine how Superintendents or their designees feel about the "Area I" groupings of subjects, and whether these groupings should be changed. To answer this question read the list of Area I subjects as they are now and the lists as changed to Academic and/or Visual and Performing Arts. In responding to the questions below the lists, circle the numbers of all of the choices that apply.

<u>Area I (Now)</u>	<u>Academic</u>	<u>Visual and Performing Arts</u>
Art	English	Art
Choral Music	French	Choral Music
Drama	Mathematics	Drama
English	Natural Science	Instrumental Music
French	Social Science	Modern Dance
Instrumental Music	Spanish	
Mathematics		
Modern Dance		
Natural Science		
Social Science		
Spanish		

6. What do you think that the "Area I" groupings of subjects should be?
(Circle all that apply)
- a. Maintain the Area I listings as they are now 1
 - b. Limit Area I subjects to academic subjects only. 2
 - c. Limit Area I subjects to Visual and Performing Arts only . . 3
 - d. Create a separate school for the Visual and Performing Arts. 4
 - e. Create separate subject area schools in:
 - (1) Technology. 5
 - (2) Foreign Language. 6
 - (3) Marine Biology. 7
 - (4) Visual and Performing Arts. 8
 - (5) Other (Specify: _____) 9
 - f. Create schools which integrate the subject matter in:
 - (1) Communication 10
 - (2) Environmental Studies 11
 - (3) Conservation of Resources 12
 - (4) Other (Specify: _____) 13
 - g. Other (Specify: _____) 14

SECTION C: ORGANIZATION OF THE GOVERNOR'S SCHOOL

Questions 7 through 9 seek to determine how Superintendents or their designees perceive the organization of the Governor's School. Circle the number corresponding to one response or to all that apply, as indicated.

7. The number of sites for the Governor's School should be:

(Circle One)

- a. Maintained as is (East and West) 1
- b. Reduced (West only). 2
- c. Reduced (East only). 3
- d. Increased (more than East and West). 4

8. If you chose to increase the number of sites, please indicate all of the sites you would include.

(Circle all that apply)

- a. East 1
- b. West 2
- c. Central. 3
- d. Mountains (Far West) 4
- e. Coast (Far East) 5
- f. Other (Specify: _____) 6

9. The number of students selected for the Governor's School each year should be:

(Circle One)

- a. Maintained as now (approximately 800). 1
- b. Reduced. 2
- c. Increased. 3

SECTION D: IMPACT ON LOCAL SCHOOLS

Section D seeks to find out whether Superintendents or their designees believe that students from their system attending the Governor's School had an effect on their local school system.

10. Did attending the Governor's School change the way the former Governor's School student related with their peers upon returning to their home school?

(Circle all that apply)

- a. A feeling of elitism. 1
- b. Increased self-esteem 2
- c. Decreased self-esteem 3
- d. Increased leadership ability. 4
- e. Decreased leadership ability. 5
- f. Increased academic awareness. 6
- g. Decreased academic awareness. 7
- h. Other (Specify: _____) 8

_____)

11. Did the Governor's School influence your Local Education Agency (LEA) to modify your curriculum?

(Circle all that apply)

- a. None. 1
- b. Added specific courses (Specify: _____) 2
- c. Added specific teaching techniques (Specify: _____) . 3
- d. _____)
- d. Altered facilities (Specify: _____) . 4
- e. _____)
- e. Altered materials (Specify: _____) . 5
- f. _____)
- f. Altered equipment (Specify: _____) . 6
- g. _____)
- g. Altered Media Center/Library (Specify: _____) . 7
- h. _____)
- h. Other (Specify: _____) . 8

_____)

12. Did the LEA provide the opportunity for these students to continue to pursue the interests they developed at the Governor's School?
- (Circle all that apply)
- a. Not at all. 1
 - b. Provided additional resources 2
 - c. Provided additional special faculty 3
 - d. Provided additional access to facilities. 4
 - e. Provided additional materials 5
 - f. Provided additional equipment 6
 - g. Provided additional access to equipment 7
 - h. Provided additional access to Media Center/Library. 8
 - i. Other (Specify: _____) . 9
-
-

To the right of each statement, mark your degree of agreement with each statement by circling the number below the phrase which best describes your feelings about the statement.

(Circle one number on each line)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
13. Former Governor's School students continue to live in North Carolina.	1	2	3	4	5	6
14. Former Governor's School students work in North Carolina.	1	2	3	4	5	6
15. Former Governor's School students pursued further education than they would have if they had not attended the Governor's School.	1	2	3	4	5	6
16. Former Governor's School students are in leadership positions today.	1	2	3	4	5	6
17. Former Governor's School students obtained higher occupational status because of the Governor's School experience.	1	2	3	4	5	6

APPENDIX D
FOLLOW UP LETTER

702-K Westchester Drive
High Point, NC 27260
March 7, 1983

Dear

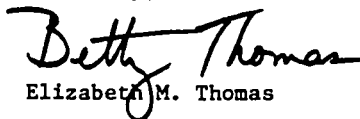
About a month ago I sent you a Governor's School of North Carolina Survey as part of a research project following up the accomplishments of former Governor's School of North Carolina students. This study is of special interest to those in a position to impact the planning for policies, procedures, and structure of the Governor's School of North Carolina.

I have not yet received your completed Governor's School of North Carolina Questionnaire. In case it has been lost or damaged, I am enclosing another one. Please fill it out and return it in the enclosed postage paid envelope. If in fact you have already done this, please accept my thanks for participating in this important research.

The information which you provide will be used only to form statistical summaries. This means your answers will be kept strictly confidential, your name will not be used in the study, and all reports will present only results about former students in general.

Thank you for your cooperation.

Sincerely,


Elizabeth M. Thomas

EMT:jjh

Enclosure